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ABSTRACT

A comprehensive bibliography lists, describes, and annotates 249 sources of pertinent information about extended school year programs. Materials are organized by (1) books, pamphlets, articles, and reports; (2) theses and abstracts; (3) filmstrips and bibliographies; and (4) popular articles. This edition also contains a listing of the Dade County, Florida, quinmester courses of instruction, and an index which facilitates location of information on specific areas and topics. Those items available through the ERIC system are so indicated. (Author/MLF)

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ANNOTATED BIBLIOGRAPHY

EXTENDED SCHOOL YEAR MATERIALS

Prepared by

Lillian White-Stevens and Bruce Campbell

EXTENDED SCHOOL YEAR PROGRAMS

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This bibliography, the fourth in the series, is once again twice the size of the previous edition, testimony to the growth and healthy state of the extended school year movement. It lists, describes and identifies a source for the most pertinent information about extended school year activities currently available. ERIC System accession numbers are given for those documents available from that source.

In addition to expanded listings, this edition offers three new sections: a brief listing of popular articles on year-round education; a listing of the Dade County, Florida, quinmester courses of instruction available through the ERIC System; and an index developed by Dr. Lillian White-Stevens which facilitates location of information on specific areas and topics.

The Office of Program Development cannot supply the listed materials. It is suggested that inquiries and orders be directed to publisher of each item. This Office will continue to provide research and technical assistance to New Jersey school districts.

Bruce Campbell, Director
Extended School Year Programs

BIBLIOGRAPHY

EXTENDED SCHOOL YEAR MATERIALS

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I. BOOKS, PAMPHLETS, ARTICLES AND REPORTS

1 Adams, Velma. "The Extended School Year: A Status Report". School Management. Vol. 14, p. 13-19. June 1970.

Popular article explores the ESY concept; lists standard arguments and counter arguments; discussess experimentation with various types of year-round plans, both abandoned - (Aliquippa and Oil City, PA and Syosset NY) and current - with particular stress on Atlanta GA, Hayward CA, Valley View IL, and St. Charles MO. Lists information sources and addresses.

2 Alam, Sami J. The Four Quarter Plan and its Feasibility for the Port Huron Area School District. Lansing, Michigan. The Michigan State Department of Education. 268 p. 1970. Eric #ED 046 105.

Report describes the community and the basis for the study. Traces the history of the year-round school and delineates briefly four types of year-round plans. The assigned vacation quarter plan, viewed as alleviating overcrowding without requiring additional buildings, was selected for in-depth study of its educational feasibility. The results detail impact of the plan on curriculum, scheduling, athletics, maintenance, budget, students, staff and community. Details procedures and instruments used in implementing the study. An extensive bibliography, partially annotated, is provided.

3 Alberta School Trustees. "Lethbridge Trying the Divided School Year." Vol. 40 p. 5-6, 8. August 15, 1969.

Article describes the implementation of the two-semester school year, involving 10,000 students, in the City of Lethbridge, Alberta. The semesters run from Aug. 25 - Dec. 23, 1969 and Jan. 5 - June 9, 1970, with a 12 day combined Christmas and intersemester break. For time equalization, the school day of the first semester is half an hour longer. Traces events leading to adoption of this plan over the four-quarter or trimester plans; objectives desired (designed for student needs); public information and reaction; attitudinal survey of principals and teachers. Provides calendar outline of both semesters.

4 American Association of School Administrators. 9+ The Year-Round School. Washington, D. C. 36 p. 1970. Eric #ED 040 497.

Defines 4 major extended school year plans: a staggered quarter for all; a full 48-week schedule; a voluntary summer program; a summer program for professional personnel. Discusses in detail the multiple trails plan. 140 item bibliography included.

5 Ames, Robert G. "Why One District Rejected Year-Round Schools". Nation's Schools. Vol. 84, p. 94. Dec. 1969.

Brief article summarizes findings of a survey in Germantown, Wisc., to determine community and staff attitudes towards extending the school year, using any one of 5 plans. Eighty per cent of responses opposed all alternatives for year-round operation, citing as objections disruptions in: family vacations; summer school for teachers; summer camp; summer building repair and maintenance; other problems.

6 Anderson, B. Robert. "Four Quarter' Makes a Whole Year in Atlanta". School Management. Vol. 16, p. 7-11. June 1972.

Article describes the 4-quarter system in the Metropolitan Atlanta area involving 300,000 students, at close of its fourth year of operation. In interview with Dr. E. Curtis Henson, Assistant Superintendent for Instruction, the author details the development of the plan; the necessary revision of curriculum; reasons for failure of other year-round school plans; benefits of the Atlanta plan; and the steps taken to develop new teaching guidelines. Stresses new learning opportunities for students and increased guidance responsibilities of the teacher. Includes sample flow-chart of student's progress from more basic courses to specialized areas, and a special analysis of the computer's role in four-quarter scheduling.

7 Ann Arbor Public Schools. Implications of Instituting a Split-Trimester Calendar Plan in the Ann Arbor Public Schools. A Feasibility Study Report. Ann Arbor, Michigan. 360 p. June 1970. Eric #ED 050 494.

Comprehensive report presents design, procedures and findings of the Ann Arbor Split-Trimester Feasibility Study, undertaken to improve educational opportunity in an economically feasible and socially flexible way. Preface traces the school reform movement. The plan is based on a school year of 216 days, organized into 6 split-trimester terms, with students attending 5 terms for a total of 180 days, and provides a general 30-day summer vacation in addition to the elected

split-trimester vacation term. Details study organization procedures and reports of all committees. Findings are summarized under 3 headings: economic feasibility, instructional feasibility, and social feasibility. Concludes plan is economically feasible for any school district undergoing rapid pupil growth rates. Appendices include detailed reports and analyses by the Instructional Feasibility Study Committee, the Class Scheduling Study Committee, and the Economic Feasibility Study Committee. Also provides questionnaries and findings of the Community Survey Committee.

8 Arkansas School Study Council. Mt. Sequoyah National Seminar on Year-Round Education. Fayetteville, Arkansas: Arkansas School Study Council. 66 p. 1969. Eric #ED 040 498.

Publication consists of excerpts of thirteen speeches delivered at the first national seminar on year-round education, established as a clearinghouse of information related to extend school year plans. Includes a general summary of speeches, lists of seminar consultants and participants. ESY concepts considered: 4-quarter, trimester, quadrimester, modified summer and multiple trails. Describes the Metro-Atlanta (Ga.) 4-quarter program newly implemented in Fulton County.

9 Atlanta Public Schools. Curriculum Catalogue: Quarter Courses. Atlanta, Georgia. 73 p. September 1972.

Voluminous course catalogue developed as part of the total high school curriculum revision for the four-quarter program established in September 1968 in the Atlanta School System. Lists alphabetically, by disciplines, and describes 852 different courses, any of which may be included in the academic offerings of any Atlanta high school. Includes 17 page index. Final page details procedure for revising, adding or deleting courses.

10 Atlanta Public Schools. Effective Instruction, A Report on the Four-Quarter Plan of Organization. Atlanta, Georgia: Atlanta Public Schools. 34 p. 1968. Eric #ED 028 544.

Describes four quarter plan implemented by Atlanta Public Schools in 1968. Gives background and rationale for year round education, organizational structure established for revising the curriculum, samples of courses, reports to parents and pupils concerning the program.

11 Baker, James and Johnson, Viola D. "Another District Experiments with a 45-15 Plan." School Management. Vol. 17, p. 21-24. March 1973.

The Director of Elementary Education and Publicity Director in the 20-school Pajaro Valley Unified School District CA detail the planning and implemention of a 45-15 ESY program designed to eliminate both double sessions and the immediate need to build more schools. Describe chronologically its development, stressing the large-scale public information program and the pre-implementation planning culminating in operation at 5 pilot schools in July, 1972. Assess its evaluation by parents, teachers and students as positive, citing "retention of learning over the short vacations" as most significant academic achievement, and the decision to continue the pilot program through the 1973-74 year, with possible expansion to other schools. Provide attendance calendars for the four staggered tracks.

12 Bauman, W. Scott. The Flexible System, an Economic Analysis of Advantages of the Quarterly Calendar in Public Schools. Toledo, Ohio. Business Research Center. 46 p. March 1966. Eric #ED 011 688.

Examines the possible instructional and financial advantages of a quarter system in the public schools. Details two flexible systems: the pupil rotation plan and the constant quarter plan.

13 _____. The School Calendar Dilemma - A Solution for the Approaching Crisis. Eugene, Oregon: Bureau of Business and Economic Research, Oregon University. 5 p. June 1969. Eric #ED 033 436.

Article based on address presented at a conference sponsored by the Florida State Department of Education. Suggests combating the rising costs of education by substituting a four-quarter rotational program for the traditional school calendar. Details advantages of plan.

14 Beall, Robert S. "All Year Schools - An Educational Revolution in a California School". School Business Affairs. Vol. 38, p. 250-252. October 1972.

The principal of the Vern Furgeson School (Hawaiian Gardens CA) describes the all-year school as the only practical solution to the double dilemma of overenrollment and underperformance. Presents background for development of ESY; classifies other plans into 2 categories:

space utilization (45-15) and curriculum enrichment (4 quarter). Details the Furgeson plan, a flexible all-year program providing 3 schedule options for students and teachers ranging from 175 to 234 instructional days. The continuous progress curriculum divides the areas of math, science, reading and language arts into concept levels enabling students to work at their own pace and to resume work at the same concept level following an absence. Outlines teacher schedule options, psychological services, and the Furgeson Mini-Maxi Plan of all year split sessions applicable to overcrowded conditions. Provides a Furgeson-Style Calendar. (Cf. John Tsitrian, "The Furgeson Plan for All-Year School.")

15 Beall, Robert S. and others. Focus on the Flexible All-Year School: A Report On the Furgeson Plan, 1971-2. ABC Unified School District, Artesia, California. 16 p. Undated.

Brochure presents an evaluation of the first year's operation of the Flexible All-Year School Plan at the Vern W. Furgeson Elementary School (Hawaiian Gardens CA), designed to improve the academic performance of children by: (1) establishing a 234 day optional calendar; (2) individualizing instruction by dividing subjects into units of concept levels. Details testing procedures. Summarizes student achievement, attendance, staff participation, budgetary considerations, and after effects, including implementation of the plan by two additional schools. Conclusion: children attending school longer than 175 days make significant gains in basic skills of arithmetic and reading. Provides charts, calendar and sample tracking outlines for four subject areas. Two appendices describe the flexible all-year school plan and the continuous progress curriculum.

16 Beckwith, Robert M. A Practical Adventure for American Education. The "Valley View 45-15 Continuous School Year Plan". Lockport, Ill. Valley View School District #96, Research and Development Office. 15 p. Undated.

Describes the 45-day school attendance and 15-day vacation plan of Valley View School District in Romeoville IL. Gives historical background of the decision and early planning activities. Provides thorough description of advantages, operational details, and problems. Raises and answers general questions about the plan and offers suggestions concerning planning and implementation.

17 _____. "The Valley View 45-15 Continuous School Year Plan." American School and University. Vol. 43, p. 19-28. Nov. 1970.

Comprehensive analysis of the Valley View 45-15 plan wherein staggering beginning dates, with three-fourths of the students in school and one-fourth on vacation, allows a financially-limited school district to optimize its facilities as a means of increasing educational opportunity. Surveys historical perspective of ESY plans and pre-implementation procedures for the 45-15 plan. Details answers to problems and questions arising therefrom and criteria for success. Includes diagram of the operative 45-15 plan.

18 Bentley, Ernest L. and others. Four-Quarter School Year - Results of an Exploratory Study of the Four-Quarter School Year in Metropolitan Atlanta. Supplementary Educational Center. Atlanta, Ga. 44 p. 1969. Eric #ED 041 382.

Report describes exploratory study of the Four-Quarter School Year in Atlanta, conducted to develop procedures and instruments to be used in a later comprehensive examination of the plan. Surveys historical perspectives - types of plans, procedures for implementation; details the method of the exploratory study including questionnaires and interviews; summarizes the results. All groups interviewed - superintendents and steering committee members, students, parents, teachers, principals and community influentials - favored continuation of program, with expressed reasons. Also, basic agreement on changes needed, reasons for change, possible advantages or disadvantages of the program, and the state of implementation. Appendix includes questionnaires sent to students, parents and professionals, with summations of data.

19 Biskin, Donald S. and others. Child Development in the Year-Round Elementary School. Paper presented at American Educational Research Assoc. 58th Annual Meeting. New Orleans LA. 12 p. February 1973. Eric #ED 075 941.

Emphasizing that a prime concern of year-round education is its effect upon social, emotional, physical and psychological development of children, the authors attempt to determine how a mandatory ESY plan (45-15) can enhance the child's naturally developing propensities. Argue that educational revisions be based on the cognitive developmental theory of John Piaget: (1) state the assumptions of the cognitive developmental theory; (2) explore its implications in developing an ideal educational system; (3) analyze the components of a year-round

program to determine their impact on the ideal system. Conclude that year-round education with its concomitant curricular innovations, can individualize instructional methods, thus enhance the cognitive, affective and psychomotor development of children. Urge that planning of year-round education be based on child development, rather than administrative convenience. Bibliography appended.

20 Bouwman, Clark. "Deschooling the Semester". Liberal Education. Vol. 57, p. 488-99. Dec. 1971.

Article advocates adoption of the 4-1-4 plan in higher education, whereby the academic program is divided into two 4-month semesters (each with 4 courses) separated by a 1-month period (Jan.) with just one course or project. Presents brief history and widespread growth; describes its operation; cites instances of use; appraises its potential as a necessary spur to curricular innovation and revival of liberal learning.

21 Boxer, Karen and others. Evaluation Report: 1971 Summer Quinmester Program. Dade County Public Schools, Miami, Fla. 57 p. Sept. 1971. Eric #ED 058 667.

This evaluation report, essentially a continuation of the Review of the Status and Projections for the Dade County Quinmester Extended School Year Program, April '71 (ED 058 666), considers the results of the first summer quinmester (June 14 - Aug. 16, '71) at 5 pilot high schools enrolling 2,572 pupils, 100 teachers, 5 principals. Results, generally favorable, summarized in terms of attendance, academic achievement, general reactions, scheduling, curriculum, staffing, vacations, employment and graduation considerations. Discusses the general feasibility of the Quinmester ESY program through questionnaire responses from parents, pupils, teachers, administrators, business and industrial community, the educational community and other community agencies and citizens, summarizing results on tables. Appendix includes data on collection procedures.

22 Brewster, Albert J. Jr. Less School -- Better Learning. The Four-Day School Week. Maine School Administrative District No. Three. Unity, Maine. 4 p. April, 1972. Presented to the General Subcommittee on Education, Committee on Education and Labor. House of Representatives, 92nd Congress. p. 67-8. 1972.

Concise report by the Superintendent of School Administrative District #3, Unity ME, of the 4-day week implemented in September 1971 as a solution to the problems of financial need and in-service training time for teachers. The plan provides four slightly lengthened

school days, thereby effecting savings in maintenance, food service and transportation and affording a free day for unimpeded teacher training activities in instruction and curriculum development. Draws positive conclusions, with parental support of the effected individualized instruction.

23 Brown, Roger. "Year-Round Schools and Recreation." Parks and Recreation. p. 20-23, 28. November 1972.

Author discusses the impact of the year-round school on park and recreation planning, in areas of summer programming, facilities, work force. Cites problems. Draws conclusions from responses to survey sent to park and recreation administrators in cities involved in ESY programs: ESY operations increase the need for a well-developed 12-month park and recreation program involving community facilities and resources (churches, business properties, etc.), rather than those of the school. Considers variable changes due to 45-15 and 4-quarter plans, with significant effects of non-summer vacations on state and national parks, maintenance and personnel. Urges prompt action to review programs and facilities for adaptation to an all-year school system.

24 Cammarota, Gloria and others. Extending the School Year. Washington DC. Association for Supervision and Curriculum, National Education Association. 60 p. 1961.

Several organizational plans for summer programs are discussed with preference given to the voluntary one providing enrichment and improvement education for students and in-service education for teachers. Guiding principles for development of such a program are presented. The programs in Rochester, Minn. and Langhorne, Pa. are discussed as models.

25 Campbell, Bruce. Extended School Year Information Kit. A School-Calendar Modification Primer for New Jersey School Districts. New Jersey Department of Education, Trenton, New Jersey. May 1973.

Folio presents overview of the extended school year concept, designed to aid communities exploring the feasibility of ESY plans. Comprises: (1) a brief description of basic ESY programs classified according to summer plans, extended semester plans, trimester plans and quarter plans, summarizing advantages of each; (2) guidelines for school and community involvement in studying and developing the ESY program, detailing committees needed, organization and function;

(3) 7-page summary of commonly posed questions on ESY, with answers detailing previously mentioned plans, stressing quarter-plans (voluntary, staggered, 45/15) and the general educational advantages of the all-year community school; (4) an ANNOTATED BIBLIOGRAPHY OF EXTENDED SCHOOL YEAR MATERIALS listing and summarizing 153 references as sources for updated and pertinent information currently available on ESY programs.

26 CFK Ltd. A Look Into Your School District. CFK Ltd. 3333 South Bannock St., Englewood, Colorado. 20 p. 1971.

Manual designed to guide school officials in conducting scientific surveys of their districts to determine public opinion about schools and education. Provides suggestions for, and methods of obtaining, the kinds of information needed. Booklet includes sections on reasons for making surveys, selection of survey questions, design of the questionnaire, determining the survey sample, recruitment and training of interviewers, interviewing assignments, processing the results, and summarizing the findings. Includes reference books for assistance in preparing survey questions.

27 Champlain Valley Union High School. Curricular Offerings and Course Descriptions 1973 - 1974. A Bulletin for Students, Parents and Teachers. Hinesburg, Vermont. 94 p. Jan. 1973.

Bulletin designed to aid students, parents and teachers in selecting courses for the July, 1973 - August, 1974 school year, comprising 15 9-week over-lapping quarters, with 4 quarters providing a year's study. Describes the 4-quarter curriculum; details requirements for normal graduation and early graduation; offers guidelines and suggestions for college preparation. Lists curricular offerings and course descriptions classified by departments, with introductory comments on the usefulness and future value of each discipline to the student.

28 Christian, Floyd T. "The Expanded, Extended School Year in Florida". Compact. Vol. 4 (6). p. 46-8. Dec. 1970.

Florida's State Commissioner of Education presents his state's plans for expanding and extending the school year. Details history of the state department's involvement in research and service; legislature's actions in funding and permission; higher education's involvement, as community colleges are all on a modified trimester or quarter system and universities on the quarter system. Describes Dade County's new quinmester program - its operation, advantages and community changes effected. Lists questions to which evaluative answers must be sought.

29 Cincinnati Public Schools. The Quarter Plan in Cincinnati. Cincinnati, Ohio. Superintendents' Committee on Year Round School. 74 p. Dec. 1969.

Feasibility report on the Quarter Plan. Part I deals with improvement of instruction resulting from a more comprehensive total program organized in shorter periods of time and greater flexibility in student scheduling. Shows illustrative features of possible science, social studies, and vocational education classes under the quarter plan. Part II emphasizes aspects of the plan relating to operation, particularly budget implications and logistics of pupil housing. Discusses productive costs such as technical overstaffing, the use of the carnegie unit, vocational ed., use of plant and staff in relation to the plan. Explores potential for experimentation with extended use of the plant through rotation of pupils and with reducing operating costs through the five period day.

30 Clinchy, Evans and others. Schools: More Space/Less Money: A Report. Educational Facilities Labs., Inc. New York, N.Y. Educational Planning Associates, Inc. Boston, Mass. 85 p. Nov. 1971. Eric #ED 060 529.

Report collects all alternatives that help solve school space problems. Discusses the sources of "found" space in a school district (out-dated school buildings and little-used industrical or public buildings); economical alternatives providing new or modernized or unconventional school space at a reduced cost. Discusses and locates programs that effectively increase operating capacity of school buildings, singly or in combination; (1) Extended school day; (2) Extended school year; (3) Open campus schools; (4) Home-base schools, utilizing concepts of "Education Without Walls" (EWOW) or resource centers in the community. Emphasizes new ways to build: (1) floating schools (boats, barges); (2) geodesic domes; (3) inflatable bubbles; (4) joint occupancy - with commercial space or with other municipal facilities. Includes diagrams of projects and an appended list of information sources for each concept.

31 Cole, Wilma. The Year Round School. Paper presented at the National Association of Elementary School Principals Annual Meeting. Cleveland, Ohio. April 17-22, 1971. 8 p. Eric #ED 050 455.

Describes how the Francis Howell School district overcame problems of student overpopulation through the adoption of a calendar providing nine week sessions followed by a three week vacation. Discusses some of the problems encountered since the inception of the program in July, 1969 and solutions that were developed.

32 Coutts, H. T. and Bergen, J. J. "A Modified School Year: A Proposal for Alberta". Education Canada. Vol. 9, p. 23-7. Sept. 1969.

Authors propose new plan for year-round education in province of Alberta, which provides for two semesters and an optional summer program. Basic requirement is the use of the Christmas recess as a division point between two semesters, thus establishing two entry points for high school graduates to colleges. Review general background, trends in Alberta, reasons for change and a brief for their plan, listing advantages for students and for teachers. Explore anticipated problems and append an ESY bibliography.

33 Craigmile, James L. and Hymer, Robert. An Educational Evaluation of the Year-Round Schedule in Becky-David Elementary School. St. Charles, Missouri. Francis Howell School District. 35 p. July 1970.

An analysis of the educational effects of the Becky-David year-round school plan. Describes the plan, which divides students into four groups, each attending school for nine weeks followed by a three week vacation. Includes data on reading and arithmetic scores among Becky-David 4th through 6th graders and a control group. Presents results of polls measuring parental attitudes and opinions.

34 Cranston School Department: Project Pacesetter - The Continuous School Year: The Cranston Quadricycle Plan for a Continuous School Year Cranston, R. I. 131 p. and appendices. March 1972.

Report on the progress, findings and conclusions of Project Pacesetter, initiated to explore the methods and feasibility of year-round schools to enhance the potential for learning. Major areas explored: curriculum, the proposed model, cost analysis and results of 5 surveys of teachers, students, citizens, business and recreation segments of community. Background historical material explores types of year-round schools and the school systems using them, specifically: 4-quarter in Atlanta (Ga.); 45-15 in Valley View (Ill.), St. Charles (Mo.), Chula Vista (Cal.), Hinesburg (Vt.); trimester; modified summer school; quinmester. Details procedures involved in the study. Outlines the Continuous School Year Quadricycle. Includes data from 5 surveys, analysis of results, conclusions, survey viewpoints, and cost analyses. Appendices include dissemination material, pamphlets, listings of persons involved.

35 Cravens, Raymond L. "The Four-Day Work Week and It's Educational Prospects." Adult Leadership. Vol. 21. p. 278-80, 306. March 1973.

A college dean suggests that, with industry gradually moving to a 4-day work week, and with many national holidays now observed on Monday, significant economies could be realized by operating a school system on a 4-day week, effecting basic educational changes: (1) lengthening the school day; or (2) lengthening the school year; (3) utilization of school and college facilities for continuing education and community purposes on the 3-day week-end. Cites advantages of the 4-day school week: economies in bus transportation, cost of utilities, food and janitorial services; use of lengthened week-end for continuing education for teachers and other adults (a "week-end college"); a potential for scholarly sociological research on the change in work patterns.

36 Cypress, Beulah. "Split Sessions Are not the Same as the Plague". American School Board Journal. Vol. 158, p. 28-29. Oct. 1970.

Article cites Dade County (Miami), Florida, as evidence that double sessions have many advantages when schools are faced with urgent needs to increase capacity. Pilot project in 1969-70 initiated 10 hour program (2 sessions) in five junior and senior high schools. Evaluation survey of principals, students of both sessions, and parents indicates advantages outweigh disadvantages, with goals of increased capacity achieved at little extra cost and little threat to educational or extracurricular efficiency.

37 Dade County Public Schools. Authorized Courses of Study for the Quinmester Program. Curriculum Bulletin 10. Miami, Fla. 525 p. April 1972. Eric #ED 065 735.

Voluminous master catalogue lists and describes comprehensively the 9-week courses of study which form the basis of the curriculum for the quinmester ESY program. Courses listed, mostly nonsequential and nongraded, are those developed for the pilot schools, wherein each school selects its own courses based on student interests, school facilities and staff availability. Interdisciplinary concept has been incorporated, in that courses carrying credit in several areas are listed under each subject area. Explains graduation requirements and special programs K-12. This catalogue supersedes the edition published in March 1971, "Catalogue of Authorized Courses of Study for the Quinmester Program in Dade County Public Schools." (Eric #ED 058 670).

38 _____. Cost Analysis of the Quinmester Program in the Dade County Public Schools. Dade County Public Schools. Miami, Florida. 14 p. November 1972.

Findings of a cost analysis designed to identify total direct cost of: (1) The fifth quin (summer 1972) in 19 secondary schools; (2) The regular 1971-72 quins (first 4) in 19 secondary schools; (3) The secondary, academic component of the regular 1971 summer program; and (4) The regular 180 day program 1971-2 in 40 non-quin secondary schools. Describes method of analysis; presents and explains tables; Concludes: (1) Costs per students in average daily attendance (ADA) in 19 quin schools were higher for the fifth quin than for first four, but could be reduced to comparable level by increasing attendance; (2) Costs for fifth quin were lower than for regular summer school; (3) Costs per ADA at 19 quin schools for 4 quins were comparable to costs at 40 non-quin schools on 180 day year; (4) 83% of costs of 1972 fifth quin were due to students accelerating or replacing another quin - which costs would have been incurred eventually. Recommends that number of quin schools operating in summer be reduced, pending enrollment increase in summer.

39 _____. The Rationale, Status and Direction of the Dade County Quinmester Extended School Year Program. Miami, Fla. 39 p. Feb. 1972. Eric #ED 062 689.

Document reports on the status of the quinmester program at 7 pilot schools, outlining their evaluation and operational concerns. The quinmester curriculum is being implemented or studied by 38 other secondary schools. Final section outlines expansion plans recommended for the program during the summer of 1972 and for subsequent years, to include 19 secondary schools and 6 elementary schools. Discusses the direction to be taken for elementary schools involvement, and future evaluation design and recommendations to be considered by the school board. Further depth study is needed for (1) student scheduling, (2) student records, (3) instructional materials and (4) educational guidance.

40 _____. A Review of the Status and Projections for the Dade County Quinmester Extended School Year Program. Miami, Fla. 48 p. April 1971. Eric #ED 058 666.

Document summarizes the evolution of the quinmester ESY program at Dade County implemented at 5 pilot high schools. This resulted from a 1969 study of alternative plant utilization plans for the most efficient use of school facilities so as to reduce the need for capital

expenditure during the next 5 years. Discusses background of the plan and procedures. Explores (1) fiscal implications including analysis of projected costs; (2) evaluation plans in specific areas; (3) plans to review administrative practices; and (4) specific recommendations concerning future development of ESY programs following the evaluation of the quinmester plan implemented in the 5 pilot schools in summer of 1971. Appendix includes fiscal tables and questionnaires sent to both business and academic communities.

41 _____. Status - Activities and Direction of the Quinmester Program in the Dade County Public Schools. Division of Instruction. Miami Florida. 176 p. November 1973. Eric #ED 071 168.

Detailed report, a nine-month update of ERIC #ED 062 689 following operation of the summer 1972 quinmester, is designed to provide information needed for deciding the future of the quinmester program. Focuses upon the experiences of the seven secondary pilot schools during the 1971-72 school year and of the 19 quin schools starting with the 1972 summer session and continuing through the 1972-73 first quin. Introduction outlines the development of the ESY Quinmester Program. Major areas comprise: (1) status report of the administration of the secondary quinmester program (student scheduling and records, curriculum, personnel, general administrative activities, plant utilization); (2) review of the 1972 summer quin (including satellite programs established in 7 other schools); (3) the planned quinmester activities for the 1972-3 school year (controlled expansion); (4) plans for the development of the elementary quinmester program (to start with 7 elementary schools) as field test centers in 1973 summer session; (5) a voluminous appendix in 3 sections containing: cost analysis, detailed evaluation report, and general statistical summary of the program. Provides charts, graphs, tables, instruments used in, and results of attitudinal surveys and achievement tests.

42 _____. The Quinmester Plan in Dade County Schools. A Progress Report. Dade County Public Schools. Miami, Florida. 4 p. August 1973.

Brochure presents concise overview of the quinmester year-round school program, launched in 5 secondary schools in summer of 1971, in 7 elementary schools 2 years later, and now embracing 41 schools. Outlines background of its inception; describes the plan; cites its educational advantages with stress on the summer quin; highlights benefits for students in course options; assesses future outlook as positive, with recognition of problems in scheduling and record-keeping. Provides calendar of quin sessions and holidays.

43 Delaware State Department of Public Instruction. Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools. Dover, Delaware. The Department, Division of Research and Publications. 60 p. 1969. Eric #ED 036 886.

Summarizes findings of feasibility study based on a literature survey, school visitations, and consultations with leading authorities. Classifies rescheduled school year plans into three types: staggered attendance (rotating 4-quarter), summer program, and extended term (continuous progress, trimester, quadrimester, multiple trails). Analyzes and compares the three types. Includes a 90 item annotated bibliography and a comparative cost analysis of the traditional year plan versus the extended school year plan.

44 Delran Public Schools. Final Report on "Full Year Education." Delran, N.J. 77 p. May 1973.

Feasibility study of a year-round education program for the Delran Public Schools comprises five sections, each containing reports and recommendations of the committees involved in the study: (1) Research committee traces historical evolution of the school calendar, reasons for change; describes basic ESY plans, especially 45-15 (Valley View, Lockport, Ill.) and Concept 6 (Jefferson Co., Lakewood, Colorado). (2) Implementation committee discusses areas of concern, primarily publicity, budget, facilities modification, curriculum development, teacher contracts, scheduling, transportation, need for program coordinator; provides sample 45-15 calendar. (3) Publicity and Survey committee plans methods of public information campaign, summarizes findings; includes news releases, letters and survey instruments. (4) Finance committee describes procedures in acquiring cost estimates of a 45-15 implementation; provides comparative cost tables of traditional vs projected 45-15; estimates a 5% saving on ESY. (5) Steering committee summarizes overall findings of previous 4 committees; depicts the community and schools involved; identifies 8 alternatives as solutions to space needs; lists 13 recommendations and conclusions stressing 45-15 as best suited for their needs.

45 Dennard, Rebecca. "The Twelve-Month Four-Quarter School Year". Journal of Health, Physical Education, Recreation. Vol. 40, p. 40, 57-8. Oct. 1969.

Author, director of health and physical education for Fulton County Schools, Atlanta, presents the highlights of the 4-quarter plan, after its first year of implementation, particularly as they relate to

the fields of health and physical education. Describes the operation of the plan; the development of the new physical education curriculum, wherein grouping is by skill levels rather than by grade; the special courses designed for the summer quarter; and detailed procedures for scheduling.

46 Desmond, Richard L. "The Enigmatic Trimester Calendar". Educational Record. Vol. 52, p. 371-6. Fall 1971.

A brief for the trimester calendar as having "the greatest potential for maximum utilization of time, campus facilities and faculties" in higher education. Analyzes advantages and disadvantages of the system; surveys its history; speculates on reasons for current disuse and prospects for its revival, with suggested measures necessary for its success.

47 Detroit Lakes Senior High School. The Detroit Lakes Plan - An Experiment in Curriculum. Independent School District No. 22. Detroit Lakes, Minn. 232 p. 1968.

Report is an evaluation of new curriculum, "The Detroit Lakes Plan", divided into 5 phases covering a period of 3 years. Phase I explains the old curriculum and projection of the new Quarter Plan; includes goals, philosophy of curriculum development, general organization of courses and staff, and an explanation as to how the curriculum would be evaluated. Phase II considers the first year under the plan and problems encountered. Phase III continues same, with emphasis on evaluation of students and departments, and suggested changes to be made. Phase IV re-evaluates the plan after 2 years, stressing its impact on students, teachers and community, and resulting department changes. Phase V provides complete re-evaluation covering the 3-year period of the federal grant delineating impact on students, teachers and community. Emphasis given to objective test results and opinion surveys of the students. Lists advantages and disadvantages of the plan. Includes final departmental evaluations with overview of course material. Thirty-four page appendix comprises registration and course synopsis manual. Report contains tables of comparative achievements and questionnaires to students and graduates.

48 Dick , C. W. Project-Four-In-One. What Was It? Board of School Trustees District #41, Burnaby, British Columbia. 8 p. 1973.

Author involved in Project-Four-In-One, a 3-year study completed in June, 1973 focusing on Vancouver School District #39, explains the study and its results. Details the study procedures designed around a modified 4-quarter plan for grades 8-12: literature search; opinion questionnaire from 1,000 Vancouver secondary school staff indicating positive results; curriculum revision suitable for 60 day courses and mini courses; construction of a timetable model for a 2,000 student school projected over a 5 year period; finally, interview questionnaires assessing receptivity of parents and students. Analyzes responses, draws conclusions: (1) public will accept longer school operation and increased costs if accompanied by increased benefits, primarily community use of the school; (2) facilitating legislative changes must be made; (3) schools should emphasize teaching students rather than subjects. Lists critical obstacles to YRS operation. Concludes with a 6 point recommendation to the people of B.C. including: initiation of pilot project; an extended school day (8:00 a.m. - 10 p.m.); a community school; study of the 4 day week.

49 Dillingham City School District. The Nongraded - Trimester - Minicourse Concept: Report to Date. Dillingham, Alaska. 51 p. May 1971. Eric #ED 050 863.

Report on the evolution, implementation and evaluation of a new schedule and curriculum designed to provide students and teachers the opportunity to determine their educational experiences, in a small high school (grades 7-12) of 140 students and 10 teachers. Plan comprises over 200 1/2-credit minicourses offered in a variety of time arrangements; all courses nongraded through 9th grade; junior high students given the opportunity to schedule into regular high school level courses; school year divided into 60-day trimesters and 63-minute time blocks comprising three 21-minute modules. Charts favorable reactions from students, teachers and outside evaluators. Appendices include sample schedules for 3 years (68-71); course offerings and descriptions; observations and evaluations by superintendent, teachers and consultants; student and teacher questionnaires, and charts on attendance statistics.

50 District of Columbia Public Schools. McKinley High School Quarter System. Evaluation Report. School Year 1970-71. Washington, D. C. 48 p. Sept. 1971. Eric #ED 062 686.

Report is an evaluation of advantages and disadvantages of two years of operation on a quarter system at McKinley High School, in which the Sept. through June school year was divided into four 9-week

instructional periods. Of 1,337 administrators, teachers, and students responding to the survey, 57% liked the quarter system, 27% did not and 16% were undecided. Contains questionnaires; percent distribution and rank order of responses categorized by interest groups, i.e. administrators, counselors, teachers and students; and write-in comments and suggestions.

51 Dochterman, Clifford L. "The California Experiment: A Case Study". Compact. Vol. 4 (6), p. 29-30. Dec. 1970.

Article presents California's experiences with year round schools at the university level: Berkley and Los Angeles campuses instituted the 4-quarter system in 1967, abandoned the summer quarter in 1969 as fiscally unsound. Task force now reviewing alternative year round programs, with either a mandated summer quarter, or summer use of campus for other professional fields. Stresses need for specially designed summer programs.

52 Driscoll, Thomas F. "School Around the Calendar". American Education. Vol. 7, p. 21-23. March 1971.

Article describes, in positive terms, the Valley-View 45-15 Continuous School Year plan -- how it works, the holidays, vacation periods, benefits to pupils and teachers, economic advantages, and effects on community's way of life. Includes guidelines for other school districts in planning and implementation.

53 Duval County School Board. Comprehensive Plan Extended School Year Project. Duval County, Florida. 197 p. June 1973.

Voluminous report of study, to develop a 5-year plan for converting the 180-day, 13-year school program to a 200-day, 12-year program, with a calendar of four 50-day quarters utilizing a performance-based curriculum. Surveys ESY plans in two categories, acceleration plans and non-acceleration plans, citing areas of use; lists 14 generalizations common to all; provides directory of individuals active in ESY endeavors. Presents an overview of optimum and minimum plans for curriculum revision providing: a systems outline of procedures for curriculum revision; an abridged management plan for the change-over year; and costs incurred in each subject revision. Assesses facilities and operations necessary to implement the curriculum, (5-year calendar conversion, pupil impact, internal operational considerations, and costs therein.) Analyzes funding specifications and needs for developmental, start-up and differential operational costs of conversion (establishing instrument for analysis, listing revenue and appropriations, accounts analyzed, classifying each as fixed or

variable in relation to the extension of the school year). Provides summary table of projected cost of ESY per year for 12 year implementation period, and complete table summarizing financial impact of ESY for minimum and optimum curriculum programs for 13 years. Discusses an evaluation design to measure within a 5-year period the impact of an ESY program upon student achievement, student opinions, attendance, educational costs, community opinion, school employee opinion. Presents reactions of a community panel regarding acceptability, feasibility and problems relative to implementation of the 200 day ESY plan. Appendix provides 5-year conversion calendar designed to serve as a planning instrument. Conclusion: 12 year 200 day program will cost more than present 13 year 180 day program because it offers 60 days additional instruction per pupil; cost per pupil day is less on the 200 day than on the 180 day plan.

54 Education Daily. "Year-Round Schools: Ask Someone Who's Tried It." p. 3-4. January 7, 1972.

Article summarizes guidelines prepared by the school staff of Valley View School District #96 (Lockport, Ill.) for other school systems planning a 45-15 program. Eleven points of advice stress community involvement and information; urge allowance of at least one year for planning. Includes brief description of the plan and factors necessitating its implementation at Valley View.

55 Educational Facilities Laboratories, Inc. Air Conditioning for Schools. A Report. New York. 23 p. March 1971. Eric #ED 050 469.

Pamphlet advocates air conditioning for schools to improve educational productivity. Discusses its need; explains physiological effects of thermal environment; details the beneficial effects of air conditioning upon academic achievement and teacher performance, citing educational experiments thereon, presents financial data (7% of building costs); outlines its particular advantages for both year-round schools and schools with large open-space learning areas; stresses its values in a school's modernization process, with specific school references. Outlines air-conditioning equipment suitable for new and existing schools under three basic categories: all-air, all-water, and air-water.

56 _____. "Year-Round Schools: A 'Money Saving' Idea is Loaded with Hidden Costs." Updating School Board Policies. Vol. 2. p. 1-4. November 1971. (Taken from Schoolhouse, newsletter of Educational Facilities Laboratories, September, 1971).

Report describes the 45-15 ESY program, accepting the educational advantages but questioning the financial savings as minimal or nonexistent. Written before cost analyses of 45-15 were made which indicate economies (cf. Prince William Co., and Valley View), article raises questions a district should face before commitment to any all-year plan. These concern costs of: (1) remodelling, necessitating installation or upgrading of airconditioning; (2) maintenance, at variance with traditional practices; (3) staffing, since more staff are needed; (4) recreational facilities, since other areas, apart from school playgrounds, must be made available.

57 Educational Research Service. The School Day for Teachers and Pupils, 1970-71. Washington, D. C. 42 p. Aug. 1971. (ERS Circular No. 4, 1971) Eric #ED 057 455.

Document reports findings of study made to ascertain if the ESY program has been established in larger school districts which have greatly expanded their curriculum offerings. Information on the length of the school day (and lunch periods) for teachers and pupils was requested from the 575 largest school systems. Of the 310 usable replies, data revealed that the median school day in systems enrolling 12,000 or more students was shorter in 1970-71 than in 1964-65. Describes procedures; presents survey results in tabular form by school district enrollment size and grade level. Appendix lists legislation and regulations of all states regarding length of school day per pupil, Oct. 1970.

58 Educational Turnkey Systems: 45-15 And The Cost of Education. Prince William County Schools, Prince William County, Virginia. 37 p. 1972.

Draft report gives an in-depth evaluation of the predictable economic effects of a 45-15 calendar versus a traditional term calendar for Prince William County, Va. Economic comparison in terms of staff, (instructional and support) and facility (buildings, furnishings and equipment) is described and documented. Actual economic comparison of 45-15 with traditional term is made for the Godwin Middle School. Approximate effect of 45-15 on the cost of Elementary programs is also included. Considers sensitivity of the basic results to later county-wide modification of 45-15 including a 45-15 "Start-Up Cost" analysis.

59 _____. 45-15 and the Cost of Education. Summary Washington, D.C. (For Prince William County School Board, Manassas, Va.) 19 p. October 1972. Eric #ED 070 150.

Report condenses voluminous findings made for the Prince William County School Board and identifies the long-run potential for savings under an efficiently-managed calendar of year-round operations, specifying areas in which these savings are most likely to occur. Surveys history of traditional calendar and reasons for year-round schools, both qualitative (enrichment) and quantitative (space utilization), with specific reference to the modification of the Valley View 45-15 plan at the county's only secondary school, the Godwin Middle School. Comprehensive analysis of year-round school costs indicates the overall per pupil cost of education as 9.6% lower than under a traditional 9-month calendar. Provides detailed breakdown of reduction in cost in terms of (1) staff effects and (2) facilities effects. Conclusion of analysis: substantial savings obtainable by districts willing and able to innovate the 45-15 plan. Tables provided.

60 Ellena, William J. "Extending the School Year". Today's Education. NEA Journal. Vol. 58, p. 48-49. May 1969.

Article explores the extended school year concept and the reasons for its implementations. Surveys briefly and identifies the better known plans: staggered term; continuous school year; voluntary summer program; ESY for professional personnel only; two "drawing board" proposals -- continuous school year plan and multiple trails plan. Includes helpful guidelines for establishing the need for, and implementation of, an ESY program.

61 Eugene Public Schools, School District 4 J. Roosevelt. Eugene, Oregon. 8 p. September 1971.

Illustrated brochure presents concise overview of the restructured calendar program implemented at the Roosevelt Jr. High School, Eugene OR, in 1969, on a three year experimental basis. States philosophy behind the change with emphasis on the individual; describes the school, one of eight junior high schools; outlines the rationale for developing independent learning skills, cites four goals of (self) Agency, Motivation, Creativity and Scholarship. Outlines salient features of program: 250 elective classes available to students at all grade levels; flexible scheduling system; 9-week terms; no grades combined with a continuing evaluation process; parent involvement; a House System wherein each teacher serves as "house advisor" for a homeroom of 20 students. Summarizes evaluation results: above-average

student achievement, dramatic positive change in attitude of students and teachers. (Cf. Phil George. The Roosevelt Program: Changing Patterns in Education at Roosevelt Jr. High School.)

62 Fain, James C. Curriculum Revision Based on Behavioral Objectives For Twelve-Month, Four-Quarter Schools. Final Report. Atlanta Public Schools. Atlanta, Ga. 40 p. Mar. 1971. Eric #ED 051 578.

Report outlines the development of a new, learner-oriented high school curriculum, designed toward behavioral objectives, and feasible for 12-month, 4-quarter schools. Task forces aided by inservice workshops recommended development of 506 courses in 12 subject areas and completed curriculum guides for 357 of these courses. Includes background information on the 12-month school; organization, membership, recommendations of the task forces; and a summary of findings from questionnaires on pupils, parents, teachers and others for their evaluation of the 12-month school. Appendix contains bibliography on year-round schools, and curriculum guides.

63 Farnsworth, James S. "Legislative Action in Michigan". Compact. Vol. 4 (6), p. 18-20. Dec. 1970.

A member of Michigan's legislature urges legislators to consider seriously the economies and efficiencies inherent in the ESY concept, in the face of dramatic increases in educational costs. Explores the basic 4-quarter plan; presents standard arguments for financial and educational advantages and oppositions to the concept; lists Michigan's legislative efforts, stresses the need for change from the luxury of the 9-month school year.

64 Finchum, R. N. Extended Use of School Facilities. School Plant Management Series. Washington, D. C.: Department of Health, Education and Welfare Report No. OE-21035. Office of Education. 108 p. 1967. Eric #ED 018 071.

Examines extended school year programs in nine representative districts. Reviews practices of facility utilization beyond the standard school schedule by school and non-school groups. Presents concepts of extended day, week and year and purposes of such extensions. Selected bibliography.

65 Florida Department of Education, Florida Technological University, and Brevard County School System. Proceedings of Third National Seminar on Year-Round Education. Cocoa Beach, Florida: The Department of Education. 150 p. 1971.

Summation of seminar presentations by leading authorities on year-round education. Comprehensive report on three-day seminar provides up-date on feasibility studies in progress and on the designs being tested across the country, with special reference to Dade County FL; Fulton County GA; Jefferson County KY; St. Charles MO; Northville and Port Huron MI; Hayward CA; Valley View IL; Pennsylvania; and Saskatoon, Saskatchewan. Definitions, operational distinctions, advantages, and consequences are spelled out. Provides guidelines for working with community. Lists locations of local and state studies and pilot programs.

66 University of Florida, College of Education. Status of the Extended School Year in 1972. 101 p. Nov. 1972.

Report is result of legislative act mandating a study of ESY plans in other school districts in the nation, with emphasis on plans providing 200 days of instruction. Surveys the historical evolution of the school year. Identifies and briefly describes the major types of ESY plans by two categories - acceleration and nonacceleration. Examines and justifies, with annotated references, 14 generalizations relating to ESY objectives, curricula, facility utilization, financing, staffing, student achievement, public relations. Detailed analysis of 14 identified ESY programs in operation or as proposed concepts. Reference materials include a bibliography, directory with addresses of persons actively involved in ESY endeavors, and a glossary of terms.

67 Fort Worth Public Schools. Quarter-Plan Handbook for Elementary Principals. Fort Worth, Texas. 30 p. June 1972.

Handbook designed to aid elementary school principals in the implementation of the Quarter Plan in the Fort Worth Public Schools in Sept. 1972. Presents both the rationale and some suggested implementations of the quarter system by providing 14 sample schedules for schools of varying enrollments (200 or less - 700 pupils). Notes strengths and weaknesses of the quarter system; objectives sought therein; alternate scheduling; changes in report cards; assistance in pupil transfers.

68 Foster - Glocester Regional School. Feasibility of Rescheduling the School Year in Foster - Glocester. Foster-Glocester, R. I. 45 p. 1972.

Feasibility study to determine if year-round schools in Foster-Glocester, R. I. can be educationally efficient and can relieve overcrowded conditions. Explores steps necessary to implement a 45-15 plan for elementary, middle and high school in relation to scheduling and staffing, curriculum development, cost analysis, maintenance and operation, and, most importantly, a community information program. Charts included. Appendix provides tables of comparative cost projections.

69 Fowkes, William J. "Double Sessions: High Cost of Saving Money". Clearinghouse. Vol. 44, p. 76-77. Oct. 1969.

Article advances arguments against double sessions as a weak form of education that is costly in terms of increased taxation and decreased educational dividends. Details results of double expenses, weakened curriculum, and an eroding educational system affecting the spirit and intellectual progress of the students and community, both in scholastic factor and extra-curricular activities.

70 Francis Howell School District. Becky-David Year-Round School Questionnaire. St. Charles, Missouri: Francis Howell School District. 9 p. 1971.

Text and results of questionnaire distributed to parents of children attending the Becky-David Year-Round School. Analyzes answers according to the cycles in which the children were enrolled, separating data for the primary and intermediate school. Includes representative comments made by parents for each question.

71 Frasher, James M. and Bentley, Ernest L. The Four Quarter School Year As Implemented in Metropolitan Atlanta Secondary Schools. Final Report. Georgia State University, Atlanta, Ga. 97 p. August 1971. Eric #ED 058 674.

An evaluation report, prompted by national and local interest, on the status of the 4-quarter ESY program in Atlanta, implemented in 1968; the identification of what is currently operational; and the degree to which the operational plan meets the objectives upon which it was formulated. Factual data gathered from interviews with central office personnel, principals and counselors. A survey instrument was designed, tested and implemented.Reviews historical bacground of the plan since 1965. Responses received from students and professional staff of 31

high schools from 4 school systems, regarding 6 major areas: administrative variables, social implications, professional enhancement, program flexibility, scheduling flexibility, revised curriculum. Tabulated results, by system, indicate wide diversity between systems and among schools within the systems in achievement levels relative to the objectives for the ideal plan. Includes 24 tables, bibliography and appended observation items from students and professionals.

72 Freeland Community Schools. "STAY" - Start Teaching All Year. Freeland, Michigan. Extended School Year Study Committee. 421 p. 1970. Eric #ED 053 438.

Comprehensive report proposes a total operational program for a tri-semester year-round school in which attendance would be compulsory in three 80-day tri-semesters. In depth examination of student scheduling, teacher contract provisions, and curriculum revision including course outlines for all subjects. Includes consideration of the maintenance program, auxiliary staff, transportation, the hot lunch program, community evaluation, and air conditioning. Concluding chapters deal with the history and future of Freeland, financial data, and a building needs comparison.

73 Friggens, Paul. "Should We Switch to Year-Round Schools?" The PTA Magazine. Vol. 66. p. 2-5. March 1972.

Popular article endorses the year-round school as "an idea whose time has come", an answer to soaring enrollments, overcrowding and double shifts. Focuses on Valley Views 45-15 plan (Lockport IL.), citing financial savings and advantages to teachers, students, families and communities. The author describes, from personal visits, other ESY areas, notable: Francis Howell district at St. Charles MO.; Mora MN; Jefferson Co. KY. Quotes endorsements of educational agencies and administrators, with admonition that ESY may be only a temporary stopgap for new construction, when districts are faced with explosive growth.

74 Fulton County Board of Education. Fulton County Schools Four Quarter Plan. Atlanta, Georgia. 61 p. 1969. Eric #ED 049 548.

Report describes the Fulton County course offerings, about 70% of which are quarter courses independent of each other. Lists graduation requirements and course descriptions in twelve subject areas. Describes briefly scheduling procedure.

75 Fulton County School District. Atlanta's Twelve-Month School - The Four-Quarter Plan. Atlanta, Georgia. The School District. 1968.

A checklist for school business administrators on the problems of implementing and operating a twelve-month school year. Indicates briefly how these issues were dealt with in Metro Atlanta.

76 Gallup, George H. "Fourth Annual Gallup Poll of Public Attitudes Toward Education." Phi Delta Kappan. Vol. 53. p. 33-46. September 1972.

The survey (taken April, 1972), fourth in an annual series designed to measure the attitude of American citizens toward their public schools, emphasized various ways of providing funds for school operation. Sample included 1614 adults, 270 educators. Indicates that year-round school is gaining acceptance, with a majority approval: 53% for, 41 % against, 6% no opinion. Professional educators were more favorable: 66% approving, 30% disapproving, 4% no opinion. Trend is seen in comparison with the 1970 survey when 42% approved, 50% disapproved and 4% had no opinion. Of the nine major problems cited in the public schools, four are related to year-round school: (1) lack of proper facilities; (2) too large classes, (3) lack of proper financial support; (4) poor curriculum. Other issues included in the survey: goals of education, accountability, student rights, compulsory attendance, teacher tenure, alternative ways for students to learn, public attitudes towards school boards and teachers. Reports the research procedure; tabulates detailed breakdowns; describes fully the design and composition of the adult sample.

77 Gardiner, Richard A. Time and Opportunity - The School Year. Commission on Public School Personnel Policies in Ohio. Cleveland, Ohio. 58 p. June 1972. Eric #ED 076 500.

Report describes ways of improving the education of students by better use of the school calendar. Decries the 180 day calendar as a social phenomenon, indicating its disadvantages in meeting both educational needs of children and professional needs of teachers. Citing two prime objectives of calendar revision as educational improvement and space needs, report highlights 3 major ESY plans: the Atlanta (GA) 4-quarter plan (voluntary); the Hayward (CA) Park Elementary Program, a compulsory 4-quarter plan; the Valley View (IL) 45-15 plan. Describes each, listing motivating objectives, positive and negative aspects, the development of new program and course options, and enabling legislation where needed. Recommends establishment of a pilot program in Ohio to prepare, implement and evaluate an ESY program in adjacent school

districts representing city, suburban and rural areas, on elementary and secondary levels. Two appendices provide: I. Synopses of other plans, namely Dade County, Miami Beach (FL); Champlain Valley Union H.S., Hinesburg (VT); Prince William County School District (VA); Francis Howell School District, St. Charles (MO); La Mesa-Spring Valley and Chula Vista (CA); Franklin Pierce School District, Tacoma (WA); Jefferson County School District, Louisville (KY); Artesia School System (CA); Rochester Area School District (PA); II. Brief citation of schools studying calendar revision in Ohio.

78 Geissinger, Robert W. and Coleman, Alvin F. Year-Round School Research. Pennsylvania State Department of Education. Harrisburg, Pa. 66 p. 1972. Eric #ED 070 149.

Detailed cost analysis study conducted in the Annville-Cleona School District (PA), using actual budgetary and enrollment data, compares the costs of 2 alternatives: (1) initiating a K-5, 45-15 year round school or (2) constructing an elementary school building. Model used was adapted Furno Cost of Education Index,(published in School Management, January 1971), which presents the method of cost evaluation and quality control in six areas, each comparing the performance of the school district with performances nationally: (1) financial climate; (2) spending policy overall; (3) spending policy for net current expenditures; (4) budget allocations; (5) salary policy; (6) staffing policy. Describes procedures; analyzes results for each of the areas; concludes that the initiation of a 45-15 plan would save the district $51 per pupil the first two years, $89 per pupil the next 18 years over the construction of a new building, with start-up costs estimated at $100,000 a year for two years, and state savings at over 2 million dollars; argues for state subsidies for year-round operations. Furno model applicable to other school plans. Provides tables, charts and appendices comprising budget, computations and instructions for preparing Year-Round Education Index Work-Sheets.

79 George, Phil. The Roosevelt Program: Changin, Patterns in Education at Roosevelt Junior High School. Oregon School Study Council Bulletin. Vol. 16. No. 6. Univ. of Oregon, Eugene, Oregon. 25 p. February 1973. Eric #ED 075 901.

Bulletin details major changes effected at Roosevelt Jr. High School (Eugene, Oregon) in 1969, on a 3-year experimental basis. States philosophy underlying changes, stressing attempts to meet the needs of the individuals. Salient features of the program: each semester broken into 9-week terms, called "quarters"; school day comprises 8 periods, with teacher options of offering classes either daily

or double time on alternate days; 250 elective courses offered to any student regardless of grade level; no grades; graduation determined by staff evaluations. Success of program attributed to House System wherein every teacher advises 20 students. Presents major points in the program's evaluation, indicating positive attitudes and achievement, and dramatic increase in parent involvement and interest. (Cf. Eugene Public Schools. Roosevelt; and, Roosevelt Jr. H.S. Training Manual, Curriculum Guide. Paper Counselor.)

80 Gillis, Reid. The Twelve-Month School. A New Approach. Croft Leadership Action Folio No. 11. New London, Connecticut: Croft Educational Services. 1970.

A three part document in folio form. Each section contains a four page dissertation and supporting tables, appendices, exhibits, bibliographies. Part A reviews the need, outlines the benefits, and discusses the rationale for the year round school. It includes a comparative chart of the characteristics of five extended school year designs: four quarter, continuous school, modified summer, trimester, quadrimester. Part B reviews the steps necessary in planning a new curriculum reflecting the flexibility of a four quarter plan. It includes sample departmental programs, course outlines, and teacher guidelines for the new curriculum from the Fulton County Schools in Atlanta, Georgia. Part C outlines procedures for implementing the plan and informing the public, teachers and students. The exhibits include possible topics for speeches, representative newspaper reports, new forms for student records, transcripts and report cards from the Fulton County Schools.

81 Glinke, George B. "Experimenting With a Voluntary Program". Compact. Vol. 4 (6) p. 31-32. Dec. 1970.

Director of year-round education in Utica, Michigan, traces the optional five term program in the Utica Community Schools from feasibility study to implementation of pilot program planned for fall of 1972. Establishes guidelines, stressing advantages, necessity for curriculum revision and public relations program. Discusses political action on the state and local level, arguing for state support for year-round school, leadership for which must emanate from the governors.

82 _____. The Extended School Year: A Look at Different School Calendars as Proposed by Various School Districts in America. Utica, Michigan: Utica Community Schools. 51 p. July 1970.

Furnishes definitions, operational details including calendar specifics, and advantages of sixty-seven extended school year plans. Nine calendars presented in chart or tabular detail.

83 _____. The Extended School Year: A Look at Different Calendars as Proposed by Various School Districts in America. A Thumbnail Sketch. Utica, Michigan: Utica Community Schools. 5 p. January 1971.

Definition of terms. Thirty-nine common year-round educational plans defined in terms of school calendar.

84 _____. Extended School Year Programs Found in the United States and Canada. 1966-1970. Utica, Michigan: Utica Community Schools. 12 p. January 1971.

Lists in chronological order, locates by state and county, and briefly outlines extended school year studies, conferences, or pilot programs throughout the U.S. and Canada during the period 1966-1970.

85 _____. How to Organize a Community Study on Year-Round Education. Utica, Michigan: Utica Community Schools. 5 p. Feb. 1971.

Describes the early stages of implementation of a year-round plan in Utica. Focuses particularly on techniques successfully used to involve the community and to secure its initial support. Points out subsequent steps in implementation.

86 _____. A Position Paper on the Optional Five-Term Year-Round Educational Plan. Utica, Michigan: Utica Community Schools. 7 p. September 1970.

Recommends the optional five-term year-round educational plan. Includes specifics of (1) creating a new school year of 47 day terms with one term vacation at the option of the student and family, and (2) developing a series of mini-courses in grades K-12 to be offered in three, or four and a half, week blocks.

87 _____. A Tooling Up Plan to Move Toward the Optional Five-Term Year-Round Educational Concept Including the Cost Analysis for Phases III and IV, 1971-1976. Utica, Michigan: Utica Community Schools. 6 p. January 1971.

Reviews the five phases of implementing the optional five-term year-round school design in Utica, and provides a framework for moving into phase III, curriculum development. Includes a preliminary cost analysis for specified personnel and tasks of phases III and IV (pilot program). Supplies details on the structure and purposes of the curriculum standing committee along with suggested patterns for developing new term course labels and syllabi.

88 _____. Types of Change and Sample Questions With the Optional Five-Term Year-Round Education Plan. Utica, Michigan: Utica Community Schools. 2 p. March 1971.

Describes advantages of year-round education in Utica Schools. Outlines difficulties and changes to be expected. Lists sample questions the community is likely to ask.

89 Glowski, Mathew. A Report on Extended School Year Programs Including Features of Year-Round Schools for the Northern Valley Regional High School District. Northern Valley Regional High School District. Closter, N.J. 38 p. January 1974.

Report of an investigation into year-round school programs to meet anticipated enrollment increases and maintain high quality education standards of the Northern Valley Regional High School District, N.J. Chapter I reviews student population growth (not as large as anticipated); the need for expanded educational opportunities; characteristics of the District pertinent to year-round school use (especially modular scheduling, staggered vacation patterns, large summer sessions.) Chapter II describes major ESY programs in theory and practice, analyzing their probable educational, social and fiscal impact in the District, listing advantages and disadvantages in each category. Plans include: 45-15; mandatory staggered quarter; voluntary quarter and quinmester; and brief mention of the four-day week, (Unity ME) flexible all-year, multiple trails, concept-6 (Jefferson Co. CO), multiple access curriculum and calendar (Hinesburg VT), and extended school usage (Tenafly NJ). Chapter III identifies and recommends for implementation in a pilot project four features of year-round schools, discussing for each educational, social and fiscal ramifications with advantages and disadvantages: (1) term length courses (45- and 90-day)

to increase educational opportunities through program flexibility; (2) expanded use of instructional objectives to enhance the quality of education; (3) expanded summer and evening opportunities; (4) self-selected vacation periods. Appendix provides 10 tables with data on school district facilities; summer school; faculty and student matters.

90 Goldberg, Robert and Grobman, Hulda. "Helping Pupils Fail Algebra." Clearinghouse. Vol. 46. p. 468-470. April 1972.

Authors assess the practice of extending Algebra from the normal two-term to 3- or 4-term study for failing students. Cite survey and studies proving failure of the program and reasons thereof. Conclude need for a different approach and question necessity of Algebra in a college preparatory program.

91 Gove, James R. and Page, J. Patrick. Feasibility Study of Full Year Public School Operation. (Valley View 45-15 Continuous School Year Plan). Lockport, Ill. National Center for Educational Research and Development. 262 p. October 1970. Eric #ED 048 524.

Comprehensive report describing the 45-15 plan in detail. Gives a background of the school district, analyzes effects of the 45-15 plan on school and community, chronologically summarizes significant events that followed implementation of the plan. Includes reprints of newspaper articles discussing the plan.

92 Gove, James R. Final Report. Feasibility Study of the 45-15 Plan for Year-Round Operation of a Public High School Served by an Elementary District (Valley View #96, Will County, State of Illinois) Already on the 45-15 Plan. Romeoville, Ill. U.S. Department of Health, Education and Welfare. 210 p. October 1972.

Study examines the feasibility of a High School District operating under the compulsory "Valley View 45-15 Continuous School Year Plan." Salient features include reporting of three different types of secondary year-round school operations, and surveys of the local boards of education, local community, local high school staff, Illinois high school principals, and Illinois teacher union officers. Explains external and internal scheduling requirements. Summarizes findings from the Illinois High School Association and the Illinois Teachers Retirement System. Comprehensive legislative chapter reports

on Illinois Year-Round School Legislation. A fiscal analysis study includes the fiscal implications of the secondary operation past, present, and future. Concludes that a 45-15 operation at the secondary level is feasible, but that certain prerequisites must precede actual implementation, and certain operational areas must be evaluated in depth.

93 _____. Year Round School: The Valley View 45-15 Plan. 8 p. October 1971. Eric #ED 057 438. (Speech given before the New Jersey School Boards Association 19th Annual Workshop, Atlantic City, N.J. October 27-29, 1971)

The assistant superintendent of Valley View District #96 presents broad overview of the Valley View 45-15 Continuous School Year Plan. Traces the evolution of the traditional 9-month school calendar; the attempts in the 1930's to restructure the school year and reasons for failure (lack of computers for scheduling and public non-support); the launching of the plan in June 1970, necessitated by the rapid pupil expansion. Describes the rotating features; summarizes its economic advantages; answers counterarguments raised.

94 Grand Forks School Board. The Extended School Year: A Feasibility Study. Grand Forks, North Dakota. The School Board. Undated, unpaginated.

Report presents a model extended school year program for consideration by the Grand Forks School Board. The proposed calendar projects a 220 day attendance cycle with 40 days "Scheduled out" for each student. Report focuses on student and staff scheduling, building modifications, equipment and related factors. Presents a differentiated staffing model and a curriculum development proposal. Summarizes financial data.

95 Hamilton, Clarence A. A Financial Evaluation of Becky - David Year-Round School. St. Charles, Missouri. Francis Howell School District. 32 p. June 1970.

Document analyzes the economic advantages and disadvantages of the year-round school plan devised for the Becky-David primary and intermediate school in its first year of operation. Reviews the research procedures and interviews with school personnel used in developing the plan. Examines the effects of the new schedule on major areas of expense: administration, teacher salaries, food services, operations and maintenance, and transportation. Makes recommendations for budgeting procedures and accounting systems.

96 Hatch, James E. The Extended School Day. An Introduction Into Increased Use of Facilities. Gates Chili High School. Rochester, New York. 22 p. September 1971.

Principal of Gates Chili High School in Rochester (N.Y.) describes implementation of the Extended School Day (ESD) 1971-72 as solution for needed space following public defeat of three bond issues. Plan comprises 7 sessions each day, overlapped into a 13 period day. Includes sketch of each session's student make-up; lists 7 educational and 6 economic advantages of ESD; discusses salient features of teacher and student assignment, student employment, sports and activities, attendance and grades, discipline. Administrative organization charts illustrate: time-schedules of the 7 sessions; 7 page overview of high school management responsibilities; session schedules of the overlapping ESD for 72-73 and 73-74.

97 Hayes, Donald P. and Grether, Judith. The School Year and Vacations: When Do Students Learn? Paper presented at the Eastern Sociological Association Convention. New York. 22 p. April 19, 1969. Eric #ED 037 322.

Report on a study of 600,000 New York City schoolchildren, grades 2-6, to ascertain the effects of vacations on reading and word knowledge. Traces differentials in white and non-white reading achievement to differential progress in reading and word knowledge during non-school periods. The Metropolitan Achievement Test, given in September and April over two successive years, indicated a gap of 2.7 years in reading achievement and 2.8 years in word knowledge. Data show that half or more of the differentials in reading and word knowledge achievement were associated with the months the children were out of school, in that the spring to fall vacation periods affect adversely non-white word knowledge more than reading achievement. Authors suggest that perhaps the formal jurisdiction of the school authorities may prove to be too narrow for the responsibility of developing the reading and vocabulary skills. Tables, graphs and references included.

98 Hayward Unified School District. Four-Quarter Extended Year Program. Second Evaluation Report: Park Elementary School. Hayward Unified School District. Hayward, California. 71 p. May 1972. Eric #ED 075 903.

Evaluative study of the Park School mandated Four-Quarter Plan (K-6) covering its first 3 years (1969-72) describes and analyzes data relating to the development, operation and evaluation of the program, obtained from achievement tests and questionnaires. Report

is divided into 4 sections: 1) background information detailing the development of the program from feasibility study to implementation; 2) Analysis of survey questionnaire data, with summaries, of staff, parents and pupils; 3) report of test results of the California State Mandated Testing Program, given after each of 3 consecutive years; 4) general summary, conclusions and recommendations. Findings reveal: 1) parents, staff and students rate the program as excellent (80% supportive); 2) program provides more opportunities for parent participation in school activities; 3) better student-teacher-parent relationships have resulted; 4) consistently higher achievement gains in basic skills of reading, language and arithmetic after 3 years of the program. Recommends extension of the basic 4-quarter design to other elementary schools and the junior high, and further evaluations and cost analyses. Four appendices furnish the plan's calendar, state education code, elementary schools used as controls in evaluation, and staff listing.

99 Head, B.C. Project Report: Title III ESEA Feasibility Study of Year-Round Schools. Oklahoma Department of Education. Oklahoma City, Oklahoma. 82 p. February 1973.

Report of a feasibility study of the ESY concept, prompted by Oklahoma legislature, undertaken by 2 school districts representing a large urban system and a small rural system, as a guide for other districts in state. Objectives: to explore the relative advantages of the year-round school (K-12) in four-fold enquiry: (1) feasibility of ESY concept in Oklahoma; (2) best type of plan; (3) best methods of implementation; (4) legislation needed for changeover. Conclusive findings: year-round schools are feasible; voluntary 4-quarter plan is best for needs; legislation and monies must be provided (10% more) to allow and encourage ESY development in Oklahoma. Bibliography included. Appendices detail budget effects of the 4-quarter plan, the 45-15 mandatory plan and scoring for needs assessment survey with questionnaires.

100 Henson, E. Curtis. The Four Quarter School Program. Atlanta Public Schools. Atlanta, Georgia. 4 p. December 1972.

Brochure gives succint overview of Atlanta's four-quarter program - what it is, how it works, and the benefits it provides for students. Stresses extensive revision of educational goals and curriculum. Major section comprises answers to 18 questions asked most frequently regarding the nature of the program and the degree of its success.

101 _____. The Four-Quarter School Year. Atlanta, Georgia. Atlanta Board of Education. 61 p. January 1970.

Report outlines the origin, development and implementation of the four-quarter program designed for the eight school systems serving metropolitan Atlanta. Describes the organizational structure set up to design the curriculum and redefine administrative and personnel tasks. Includes a typical student schedule and answers to frequently asked questions. Appendices: Course guides in Mathematics and English, flow charts in science and mathematics, procedures for revising course offerings, complete list of English courses, conversion table for changing Carnegie units into quarter hours, high school graduation requirements, calendar for two school years.

102 _____. The Four Quarter School Year. Atlanta Public Schools. Atlanta, Georgia. 11 p. February, 1972.

Brief pamphlet gives concise overview of Atlanta's four-quarter program - how it was developed, the needs of the city, what it is. Details its development by the 8 school districts in the metropolitan area; describes the new computer-assisted curriculum - non-sequential, non-graded, individualized, with behavioral objectives, providing for flexible scheduling, more counseling and wider options. Through questions and answers, it assesses the impact of the program upon Atlanta's public schools -- financially and educationally, with positive conclusions drawn.

103 Hentschke, Guilbert C. and Gold, Sheldon. "Toward Analyzing the Economic Impact of Changing to a Different School Calendar: Part One, 'Background and Design of the Study'." IAR Research Bulletin. Vol. 13. p. 3-7, 10. February 1973.

The first of two articles on year-round schools describes background, evolution and features of various plans classified two-fold: (1) staggered attendance to increase utilization (four-quarter, 45-15); (2) longer calendar to accelerate student progress (continuous school year, multiple trails, modified summer). Cites arguments and counter agruments with regard to: teacher options; facilities use (buildings and buses); maintenance and operation; materials and equipment; overall cost profile including many variables (as state legislation, community reactions). To assess the economic impact of changing to a 45-15 calendar, a design is presented in the form of six overall activities that must be undertaken sequentially: (1) Establish a profile of resource demands prior to conversion to 45-15; (2) Extrapolate resource demands based upon the profile developed

under the traditional schedule (enrollment projections, escalation projections, e.g. salaries); (3) Establish a profile of resource demands under the 45-15 plan; (4) Extrapolate resource demands based upon the 45-15 program profile; (5) Develop "balance sheets" to compare the profiles of the traditional plan and the 45-15 plan; (6) Develop "balance sheets" to compare the 5-year projected resource demands upon the school district of the traditional plan and of the 45-15 plan. Provides diagrams and graphs. (Part II to be published in IAR Vol. 14. April 1974).

104 Hermansen, Kenneth L. and Gove, James R. The Year-Round School: The 45-15 Breakthrough. Hamden, Connecticut. Linnet Books. 154 p. 1971.

Comprehensive study of the Valley View 45-15 Year-Round School plan. Chapters one through five treat the history of school calendar revision, condensing and evaluating many year round school proposals. Chapters six through twelve record the development of the Valley View plan through legislature, administrative and policy actions; faculty relations, community communication and problems of scheduling, management and finances are discussed. Chapters thirteen through sixteen analyze the outcome of the plan in Valley View; describes the Oak View Elementary School, designed and built to house a year-round school and community program; and offers guidelines for a successful transition to a year-round program.

105 Holt, Howard B. "Year-Round Schools and System Shock". Phi Delta Kappan. Vol. 54. p. 310-311. January 1973.

Educator applies the thesis of Toffler's book, Future Shock, to examining the year-round school and its possible "shock" impact on systems of education. Surveys reasons for current "agrarian" calendar and for abandonment of ESY plans over last 50 years. Examines the 45-15 or 9-3 plan to illustrate the system shock possibilities, citing 6 disadvantages and 8 advantages for students, parents and teachers, most importantly, a revalidation of school operations leading to complete restructuring of athletics, curriculum and organization.

106 Howe, Paul H. "Year-Round School Makes Good Business Sense, Says This Boardman-Businessman." American School Board Journal. Vol. 160. p. 46-48. February 1973.

A member of the school board of Portland, Oregon, operating 115 school buildings, argues that year-round schools make good business sense by providing: (1) more efficient use of capital investments

(with only 3/4 of the schools needed, sales of the others plus taxes generated would increase the revenue producing potential of local property taxes); (2) alleviation of uneconomical and undesirable peaks in work and in recreation by changing school vacation patterns, (thereby expanding student employment and enabling recreation facilities to operate all year); (3) more sensible perception of teacher salaries (year-round pay for year-round employment). Furnishes chart indicating potential increase in teacher earnings under ESY.

107 Hudson School District: Alvirne Quarterly Plan. Hudson, New Hampshire. 5 p. 1972.

Brief report describes the implementation of a quarterly program for Hudson School District. Includes an overview of the program; requirements for graduation; procedure for attendance; and the school calendar for 1972-73.

108 Hurnard, John R. Extending the Scope of the School: Considerations for Reorganizing the School Year. Oregon School Study Council. Eugene, Oregon. Research Dev. Serv. Bul. Vol. 15, No. 5. 27 p. January 1972. Eric #ED 062 680.

Paper examines some alternatives regarding reorganization of the school year and organizational problems of space, cost-saving, and effectiveness. Emphasizes variables that may be manipulated in reorganizing the school, namely length of the operating school day, length of the student's school day, length of the operating school year, length of the student's school year, and arrangement of terms and vacations. Three specific plans described are (1) student acceleration plans (trimester, quadrimester), (2) term rotation plans (staggered quarter, 8-9/2, 45-15), and (3) multiple trails plan. References to available publications concern the reorganized school year.

109 Ibsen, C.A. Prospects and Problems of the Year-Round School in Contemporary American Education: A Sociological Examination, Paper presented at American Educational Research Association 58th Annual Meeting. New Orleans, La. 17 p. February 1973. Eric #ED 075 959.

Author examines the year-round school for its potential sociological impact on family and community life without carefully collected research data. Argues that 45-15 would enhance integration of family and school as child socializing agents; that deliquency rates would drop; that altering the school calendar upsets the customary interrelationship of 10 identifiable community interest clusters

competing for authority and influence on child development, but yet be necessary to achieve the goal of a quality education for all children.

110 Ikeda, Carole M. The Implications of Year-Round Education for Hawaii's Public Schools. University of Hawaii. Honolulu, Hawaii. 95 p. 1972.

Comprehensive, researched report of study undertaken by legislative mandate, to explore the economic, educational and sociological feasibilities of year-round education for Hawaii, which alone maintains a centralized statewide school system. Presents historical review of YRE in the United States. Explores in detail major plans, citing areas of implementation, primary objectives, advantages and disadvantages of each, grouping them into 3 major patterns: (1) year round school plan - rotational or staggered, within a 180-day pupil calendar (4-quarters and 45-15); (2) extended school plans - with more than 180 days per pupil, comprising 6 basic plans (continuous school year, multiple trails, trimester, quadrimester, extended K-12, modified summer school); (3) traditional summer school plan. Analyzes the Kona 4-quarter plan and reasons for failure. Summarizes findings of opinion surveys of educational officers, teachers and parents, all favoring the summer school approach. Recommends establishment of pilot project on a voluntary summer school program and, secondarily, a rotating 4-quarter and an ESY plan. Concludes feasibility of YRE, contingent upon: curriculum revision; support of community, staff and faculty; sufficient funds. Five appendices provide legislative resolutions, survey instruments and tabulations of teachers, educational officers and parents. Includes tables, diagrams and research references.

111 The Instructor. "Year-Round School: Park School, Hayward, California." Vol. 79. p. 36-8. March 1970.

Popular article describes the 4-quarter plan implemented in the fall of 1968, at the 453 pupil, K-6 Park School in Hayward, California, stressing individualized, continuous progress. The plan comprises four 50-day quarters, with 3 weeks between quarters (a 10-3 plan) as a vacation for students; but teachers devote one of the weeks to planning, in-service training and parent-conferences. Describes the reorganization of the school; modification of the curriculum; advantages; parental survey (80% positive). Achievement and attitudinal evaluations are currently in progress.

112 Jefferson County Board of Education. "Nine Month School Year Out!" Your Jefferson County Schools. Vol. 13:3. 8 p. June 1970.

Jefferson County's (Kentucky) four-quarter plan is presented as logical alternative to the present school year. Criteria behind selection of four-quarter and specific advantages are outlined. Implementation tasks are noted and the calendar presented. Questions frequently asked about the plan are specified along with answers. Newsletter format suggests a public relations model.

113 Jefferson County Public Schools. About E Q P. Jefferson County Education Center, Louisville, Kentucky. 7 p. August 1972.

Brief pamphlet describes the Elective Quarter Plan currently being used in Jefferson County, Kentucky. Includes a calendar showing attendance days and vacation days for a school year. Discusses the handling of courses, grade placement, graduation considerations, report cards, textbooks and fees; concludes with a word to students regarding extra-curricular activities.

114 Jensen, George M. The Calendar - Underdeveloped Educational Resource. Paper presented at the 3rd Annual National Seminar on All-Year Education. Cocoa Beach, Fla. 16 p. March 24-2[illegible] 1971.

Revised address gives a concise history of the year-round school concept with specific reference to Aliquippa, Pa., Bluffton, Ind., Newark, N.J. Evidence presented to support the idea of the calendar as a most important but long neglected educational resource. Misconceptions concerning year round school are examined and challenged.

115 _____. "Does Year-Round Education Make Sense". Compact. Vol. 4 (6). p. 4-6. December 1970.

Chairman of the National School Calendar Study Committee discusses year-round schools as inevitable in face of growing social, economic and educational problems; their effect on space savings, construction costs and curriculum revision; and impact on teachers and students and their families.

116 Johns, Roe L. "The Extended School Year", Dimensions of Educational Need. Vol. 1 of the National Educational Finance Project. Reprinted in Hearing Before the General Subcommittee on Education of the Committee on Education and Labor, 92nd Congress, 2nd Session, on The Value of Year-Round Schools. p. 373-380. 1972.

Chapter examines a number of ESY plans to determine which types will increase or decrease school costs. Identifies 12 purposes of ESY plans; justifies increased costs as fiscally sound if they result in increased educational quantity and/or quality. Summarizes the studies of the Florida Educational Research and Development Council (1966) which, using operations research methods, analyzed the assumed relative operational costs of seven different types of all year plans, when applied hypothetically to Polk County, Florida. No consideration given to savings in construction costs. Summarizes briefly financial implications of 5 ESY designs studied by the N.Y. State Department of Education (staggered 4-quarter, trimester, multiple trails, quadrimester, extended K-12 continuous progress). Summary and selected bibliography appended.

117 Johnson, Sharon Counts. Flexible-Modular Scheduling. Educational Management Review Series No. 4. Oregon University, Eugene, Oregon. 10 p. March 1972. Eric #ED 061 580.

Review surveys recent documents previously announced in RIE concerned with flexible-modular scheduling. Assesses benefits derived from innovative scheduling techniques which provide for substantial change in the roles of students, teachers, and administrators: students can choose instruction individualized to meet needs; teachers can assume greater participation in both curriculum planning and the development of new instructional methods; administrators can choose from multiple alternatives for organizing the school day and managing time and space use in their schools. Lists references, order instructions, and supplementary bibliography.

118 _____. "Year-Round Schools." Educational Management Review Series No. 6. 8 p. May 1972. Eric #ED 064 752.

Article describes various year-round school programs and what they have to offer. Reviews the four-quarter plan in Fulton County, Ga., the 45-15 plan of Valley View, Ill., and the quinmester plan of Dade County, Fla. Includes references and information on how to order same.

119 Kansas State Department of Education. The Extended School Year. A Summary, A Bibliography. Topeka, Kansas. 28 p. February 1972.

Report, designed to provide sources of information on the extended school year, is in three sections: (1) an overview of several ESY plans as alternatives to the traditional school year; (2) a complete print-out of selected ERIC documents; (3) an annotated bibliography of 40 articles and books relating to ESY. Historical survey of ESY plans stresses the staggered 45-15 (Valley View, IL; Becky-David, St. Charles MO; Chula Vista CA); 4-quarter (Atlanta GA); quinmester (Miami FL); continuous progress; flexible all year school. Summarizes Kansas legislation supportive of pilot ESY projects.

120 Keith, Mary T. Sustained Primary Program for Bilingual Students. Paper presented at the International Reading Assoc. Conference, Kansas City, Mo., April 30-May 3, 1969. 22 p. Eric #ED 030 550.

Report of first year of a 5-year program at Las Cruces NM School District #2, evaluating the results of bilingual instruction upon K-3 school children. Surveys other studies revealing negative effects of monolingual instruction of bilingual pupils. Describes the Sustained Primary Program for Bilingual students as a experimental design for bilingual education, emphasizing the Spanish-Mexican-Anglo heritage, and exploring ways of expanding the learning environment into the home and community. Details the 12-month program of 200 instructional days with short vacation periods, wherein teachers and pupils remain together, with continuous, ungraded advancement in a culturally centered curriculum. Master teachers are assisted by bilingual instructional aides and parent participation. Statistical data comparing program children with control groups on the California Test of Mental Maturity, the Metropolitan Reading Readiness Test, the Metropolitan Achievement Test, and others, indicate that dual language instruction enhanced school achievement and mental abilities, and that the 200 day learning program promoted greater achievement than that of 180 days. Tables and references included.

121 La Mesa-Spring Valley School District. Evaluation Data - Year Round School. La Mesa, California. 21 p. February 1973.

Study evaluates the first year's operation of the modified 45-15 staggered ESY program in 2 elementary and one junior school, each paired with a team school on traditional calendar, to permit voluntary attendance. Report comprises: (1) a visual summary of the district's year-round school attitudinal survey, with favorable replies to 22

questions; (2) an evaluation of scholastic achievement in the year round school, covering results of 3 studies as measured by standardized achievement tests in reading, language, spelling and arithmetic. Describes procedures, test instruments used, skill areas measured, grade levels tested, and tabulated results. Conclusions generally favorable for ESY pupils, with wider follow-up evaluation to be conducted at completion of second year, 1972-73. Tables and bar graphs included.

122 _____. Year-Round School for Continuous Education. La Mesa, California. 14 p. July 1971.

Illustrated brochure designed to acquaint parents with the modified, voluntary staggered 45-15 plan, newly-initiated in 3 elementary schools in La Mesa - Spring Valley because of space needs. Interesting format presents overview through general questions and answers, stressing educational advantages and operation of the plan. Concludes with 4 pages of questions frequently posed and answers thereto. Provides color-coded, 14-month 1971-72 year-round school calendar.

123 Large, Lawrence M. Year-Round Schools - Can They "Really" Save Money? Lehigh Valley School Council, Pa. 12 p. May 1972.

Report examines possibility of financial advantages in the year round school concept. Gives evidence from well-known authors in the field as well as statistics from school districts which have studied or implemented ESY programs. Summary includes specific aspects of financial saving which may or may not be realized depending upon the district considering the program, but which deserve serious consideration based on positive conclusions.

124 Lee, Jack P. and March, Jerald C. "Time Utilization for Optimum Learning." J. Secondary Education. Vol. 44. p. 58-61. February 1969.

Granada H. S., Livermore, Cal., instituted flexible scheduling in spring of 1968 in Project Tufold (Time Utilization for Optimum Learning Development) for the more efficient use of time by both teachers and students to fit the needs of the curriculum and of the individual. Article presents a progress report and summarizes findings of an evaluation study made both objectively and subjectively. Positive effects shown in increased classes and in opinions expressed in questionnaires to students, faculty and parents. Includes set of behavioral objectives used in evaluation and tabulation of student questionnaire.

125 Letson, John W. "Atlanta Has Begun." Compact. Vol. 4 (6). p. 15-17. December 1970.

Atlanta's Superintendent of Schools describes and assesses the successful Four-Quarter System begun in fall of 1968 in 26 high schools for purposes of curriculum enrichment. Presents reasons for change, program goals, benefits for students and teachers, the 2-year pre-implementation planning with respect to curriculum revision, necessary state funding, teacher contract options, administrative procedures expecially in scheduling or record keeping, and changing attitudes of teachers and students. Details the system; assesses the benefits; lists problems still unresolved, primarily in acquiring single concept instructional materials.

126 Lezotte, Lawrence W. and Schweitzer, John H. Tri-District Extended School Year. Year One. Final Evaluation Report. Center for Urban Affairs, Michigan State University. East Lansing, Michigan. 50 p. July 1973.

Comprehensive report details procedures and findings of Phase II of an evaluative study of the Tri-District (East Lansing, Haslett and Okemos) ESY quinmester program following first-year of implementation, 1972-73. Presents historical overview of the project, highlighting the exhaustive pre-implementation planning. Describes the evaluation plan designed to gather all information needed to assess the program's present and future effectiveness: Phase I to comprise data from teachers and students in the first fifth term, summer, 1972; Phase II to comprise data from participating and non-participating students, teachers and parents at the end of the third 9-week term. Summarizes the positive findings of Phase I report, previously published, (L.N. Lezotte and J. H. Schweitzer, Tri-District Extended School Year Evaluation Report. Phase I. The Fifth Term - November 1972). Surveys data collection procedures of Phase II, listing the basic attitudinal questions posed to parents, teachers, and students. Presents analysis and findings with summary tables for each question that include comparative data of Phase I, all indicating positive attitudinal changes. Lists conclusions with recommendations, stressing not only the program's desirability and educational merit,but also its need for greater cost-effectiveness to be an exemplary year-round program. Two appendices include 5 questionnaires for parents, students, and teachers, and a summary of cost factors of the first extended school year. (Cf. Rodney Roth, Extended School Year in Michigan. An Interim Report.)

127 Long Branch Senior High School. Voluntary Quinmester Extended School Year Feasibility Study. Thomas P. Maggio, Compiler. Long Branch, New Jersey. 209 p. May 1973. Eric #ED 081 090.

Comprehensive report summarizes procedures and findings of study exploring the feasibility of a quinmester program for the Long Branch High School designed to enrich curriculum. Traces historical background of the city and school, stressing areas of concern and reasons for change; details the steps in the study, chronologically. Major section devoted to reports on the twelve areas investigated: administrative implementation; athletics and extra-curricular activities; budget and facilities; community, commercial and industrial reaction; curriculum; faculty and staff; guidance; junior high school and elementary school relationships; teachers' association; public information; special programs; and student reaction. (Each area presents the problem, methods used in study, questions raised, summary and conclusions, and recommendations.) Final statements and recommendations of steering committee and faculty endorse implementation of the quinmester ESY in September 1974. Bibliography listed by state. Appendices provide general ESY information items, study team strategy and calendar, news and radio releases, questionnaires, study budget, and a detailed public presentation including overlays.

128 Maine Department of Educational and Cultural Services. Community Survey of School Administrative District 3. Follow-up Study. (Unity, Me.). Office of Planning, Evaluation and Research. Augusta, Maine. 34 p. July 1972.

Report of a second community survey designed to determine the attitudes of patrons, parents, students and faculty of School Administrative District 3, Unity, (Maine), towards the four-day school week, at the end of its first year of operation. The program was designed to effect operational savings and provide time for in-service teacher training. The initial survey was conducted at the program's inception. Describes the method of survey; presents results of responses to questionnaire in graphs indicating comparison of group responses to similar items. The findings draw comparisons with questions repeated from the initial survey. Results indicate strong positive support for continuation of the in-service teacher training program for improving instruction, effected by the four-day week. Appendix provides survey instruments.

129 Maine Department of Educational and Cultural Services. Evaluation Discussion. School Administrative District No. 3. (Unity, Me.) Report developed by Dr. Horace P. Maxcy, Jr. for the Office of Planning, Evaluation and Research. Augusta, Maine. 12 p. May 1973.

Report of an attitudinal evaluation discussion meeting held by state education officals for parents, patrons, students and faculty of School District 3, Unity (Maine) designed to measure effects of the four-day school week and its program of individualizing instruction in the district, following two years of operation. Purpose: (1) to determine its continuation, and (2) to increase understanding of new programs by dialogue among students, parents, patrons and teachers. Discussion limited to five question areas presented in a guideline questionnaire; the schools in general; the teacher training program to individualize instruction; the four-day week and its effect on students and community; the current status of school-community relations; directions for the future. Summarizes discussion within each area, stressing support of the program. Appendix includes the questionnaire guide.

130 Mallory, Stephen R. "Year-Round School: Coming, Coming, Here." School Management. Vol. 15. p. 24-25, 27. August 1971.

Article describes the 45-15 experimental all-year program in the Chula Vista Elementary School District, Cal., begun July 1971, involving 4,000 pupils and 100 teachers. Patterned after the Valley View plan in Lockport, Ill., implementation was designed to avoid double sessions. Stresses economic and educational advantages, and the importance of community involvement and orientation. Summarizes further developments in ESY planning in adjacent areas of California and Connecticut.

131 McCloskey, Gordon. Year-Round Community Schools. A Framework for Administrative Leadership. American Association of School Administrators. 1801 North Moore St. Arlington, Virginia. 62 p. 1973. Eric #ED 079 838.

Handbook designed to provide to educational executives both a practical overview of the community school movement and guides for administrative leadership, with specific suggestions as to ways the year-round community school can be best suited to the needs of any school community. Presents reasons for, and concepts of, the year-round school, listing benefits for community, pupil and teacher. Outlines major ESY plans: continuous progress, consecutive quarter,

multiple trails, trimester, staggered quarter, 45-15, 8/9-2 (8 or 9 week school + 2 week vacation), quinmester, and modified summer school. Major portion details guidelines for the administrator in planning and organizing the year-round community school, defining and analyzing necessary administrative tasks and examining obstacles to be overcome. Summary and action guide included; 6 page bibliography appended.

132 McGraw, Pat. "Junior Doesn't Have To Bale Hay Anymore." Compact. Vol. 7. p. 10-12. Nov.-Dec. 1973.

Article presents broad overview of the extended school year concept, its advantages, its growing implementation as a replacement of the traditional "agrarian" calendar. Discusses need for supportive legislation. Plans described: Atlanta's four-quarter system comprising three 12-week sessions and one 10-week summer session; Valley View's 45-15 (Lockport, Ill.); Dade County's quinmester (Florida); and the newer "Concept 6" of Jefferson County, (Colorado), implemented in 3 schools July 1973 and scheduled to include 16 schools in 1974. Cites advantages of each, with stress on curriculum reform as major effect; presents objections to, and difficulties encountered in, changing the "sacred-cow calendars."

133 McKague, Terence R. and Penner, Glen H. Rescheduling the School Year. The Report Of a Feasibility Study for Saskatoon Public Schools. Saskatoon Public Schools. Saskatoon, Saskatchewan, Canada. 229 p. January 1971. Eric #ED 050 495.

Comprehensive report presents findings of 1970 feasibility study to reschedule the school year in the public schools of Saskatoon, Saskatchewan. Surveys history of ESY movement and background of this study; presents overview of 9 ESY plans, based on (1) curriculum modification (4-quarter-Fulton County GA; extended summer school - Warwick, RI and Butler PA.) and (2) economic considerations (Valley View 45-15, IL; continuous learning year cycling plan, NY; and 4-quarter plan of Northville MI). Examines current ESY programs relating to 3 approaches: (1) the extended summer school-with methods of expanding programs currently offered; (2) the divided year-with 2 semesters, breaking at Christmas; (3) the rotational (8-2 plan) - with rotating student attendance utilizing school facilities year round. Presents data and analyses of attitudinal surveys of parents, students and teachers, with conclusions and recommendations as to practicability and desirability. Stresses the expanded summer school program and the 4-4-2-2 plan as most flexible. Appendices include progress reports and documents; ESY plans from other areas; cost analyses; questionnaires used, and summaries obtained from them. Bibliography provided.

134 McLain, John D. Considerations for Economy and Quality Education Through Year-Round Schools. Clarion, Pa. Research-Learning Center, Clarion State College. 63 p. August 1969.

Outlines pressures for all year schools. Classifies and briefly describes nine different all-year school designs, stressing the 4-quarter and continuous progress. Analyzes living patterns, educational standards, and economic factors that must be considered in any design, and compares the nine designs on the basis of those variables. Views the flexible all-year plan as the most effective, and points up its special advantages and limitations.

135 _____. "Developing Flexible All-Year Schools". Educational Leadership. Vol. 28. p. 472-5. February 1971. (Condensed in Education Digest. Vol. 36. p. 12-14. May 1971.

Article presents special brief for the Flexible All-Year School plan as most capable of adapting to, and meeting, the educational needs of a rapidly changing society and the individuals therein. Lists guidelines in implementing an ESY program, identifies and considers pros and cons of other plans, especially the Four-Quarter plan (Valley View, IL, St. Charles MO, Port Huron MI, Hayward CA) and Eleven-month plan.

136 _____. "Emerging Plans for Year-Round Education". Compact. Vol. 4 (6). p. 7-8. December 1970.

Brief overview of emerging plans of year-round education, in operation or in concept, and reasons for their development. Plans discussed are the 4-quarter, both mandated and optional; the modified 4-quarter (9-3 at St. Charles, Mo., and 45-15 at Valley View, Ill.); the eleven-month plan including multiple trails and continuous progress; and the flexible all-year school, newly developed by him and his associates at Clarion State College, Clarion, Pa.

137 _____. The Flexible All-Year School. A Plan to Break the Lockstep in Education and Facilitate Full Employment of the Work Force. Clarion, Pa.: Research-Learning Center, Clarion State College. 17 p. 1969.

Booklet describes a research model of a year-round school design distinguished by time schedules individualized for students, their families and teachers. Views the school as a learning center, with the community and its resources as the "classroom." Includes consideration of the special education student.

138 _____. Year-Round Education. Economic, Educational and Sociological Factors. McCutchan Publishing Corp. 2526 Grove Street, Berkeley, California. 299 p. 1973.

The director of the research learning center at Clarion State College, Pennsylvania examines all aspects of year-round education as the solution for school reform needed to provide both quality and quantity of knowledge necessary for survival in a technological, rapidly changing world. Despite the many plans considered, the book is a strong brief for the open, flexible all-year school, completely individualized for both the educational needs of the learner and the socio-economic calendar needs of the family, implemented at the Clarion State Center. Eleven chapters explore these aspects: (1) taxpayers' revolt against tax increases deemed unnecessary for updating schools, (2) meaning of year-round education, and a description of various all--year plans (summer, 4-quarter, trimester, Hayward 4-quarter, 45-15, quinmester, flexible), (3) economic analysis of all-year operation in terms of capital outlay, operational budget and cost of change-over, (4) historical review of the school calendar's development from changing societal living patterns; and a projection of major trends in the future, (5) scholarly examination of relationships between quality education and equality in educational opportunity and how they are affected by various all-year plans, identified in areas of humane learning enviroment, relevant curriculum, appropriate instructional processes, flexible use of time and learning facilities, and a rational pupil evaluation system, (6) trend toward decentralized smaller schools, (7) the future school described as flexible, available at all times of the year, and able to deal with the broad educational needs of its users, (8) detailed program of the flexible all-year school at Clarion State College Research Learning Center, with suggestions on how any school district can replicate it, (9) brief review of legislation in various states to further YRE, citing: New York, Florida, Texas, Michigan, Pennsylvania, Virginia, (10) outline of strategies for implementing change at local level, specifically methods used for a feasibility study and for implementation, identifying obstacles to both, (11) an examination of variables and constants, with a plan for designing the schools needed rather than patching up an obsolete system. Six appendices provide: (1) Port Huron feasibility study; (2) general curriculum regulations of Pennsylvania; (3) address on Individualized Reading in Second Grade; (4) press releases from Northville Public Schools (MI); (5) survey instruments of business, staff, students and community, of Utica Community Schools (MI); (6) overview of plans in operation, primarily 45-15 at Becky David Elem., St. Charles (MO), 4-quarter at Atlanta (GA); quinmester at Dade Co. (FL). Provides chronological bibliography of 800 titles (1907-72).

139 Michigan Department of Education. Feasibility Studies for Extending the Regular School Year. Lansing, Michigan. The Department. 24 p. October 1970.

Summary and synthesis of six different extended school year feasibility studies conducted in eight Michigan school districts in 1970. The plans examined include the four-quarter mandated (staggered four-quarter), the mandated trimester, the modified split trimester, and the five-term or continuous school year. Presents, in tabulated and summary form, details on the community reaction to the year-round concept, and financial implications. Public relations strategies are also outlined.

140 Michigan State Board of Education. The Extended School Year Concept for Michigan School Districts. A Position Paper. Lansing, Michigan. 14 p. June 1971.

Document presents the position of Michigan's State Board of Education relative to ESY, following the findings of the eight feasibility studies published in preceding report. Summarizes recent history of the ESY movement in Michigan, from isolated studies (1951-68) to coordinated activity in 6 districts supported by legislative grants -- Utica, Port Huron, Northville, Freeland, Ann Arbor and combined Okemos, East Lansing and Haslett; cites major ESY operational areas in nation. States 7 positions of the Board, with supportive rationale, regarding major benefits of ESY. Summative conclusion expresses strong support of ESY potentials of "delivering higher quality education more efficiently to all children" and improved educational learning experiences. Offers legislative recommendations for implementation; appends bibliography of Michigan references.

141 Millard, Joseph. The Extended School Year. Des Moines, Iowa. Polk County Board of Education. 9 p. april 1970. (Revised April 1971).

Report is a brief survey of some literature and research related to the year-round use of schools, designed to aid school districts examining ESY designs. Lists ten advantages and ten disadvantages of year-round schools. Includes a 28-item bibliography. Cf. listings under Urbandale.

142 Miller, Van. "Pondering the Year-Round School". Illinois Education Vol. 31:9. p. 381-384. May 1969.

Brief historical sketch and description of current situational factors behind interest in year-round plans. Outlines three plans--the summer school, rotating trimester, and rotating quarter. Highlights various impacts of year-round programs and concludes that such programs would result in a more professional staff, a better educational arrangement for students, and greater efficiency in use of school dollars.

143 Montgomery County Public Schools. Twelve-Month Use of Schools. Rockville, Maryland. Montgomery County Public Schools. 16 p. March 1969.

Describes the pros and cons of the year-round school and examines results of experimental programs in Atlanta, Ga., Fort Lauderdale, Fla., New York State, San Juan, Cal., and Tallahassee, Fla. Notes questions remaining unanswered. Bibliography appended.

144 Mueller, Ernest H. "Prince William's Year-Round School Plan: How It Was Initiated." Public Education in Virginia. Vol. 7. p. 6-7. Summer 1971.

The director of school-community relations in Prince William County(VA) details events and procedures leading to implementation of the 45-15 program in 3 elementary and one middle school, June 29, 1971, the first in the East. Stresses population growth of 316% from 1960-70 leading to increase in schools from 14 to 42. Outlines chronological steps from informal school and community discussions to feasibility study, surveys, curriculum revision. Highlights community involvement and support, and the need for exchange of information between community and school personnel.

145 Muller, Trinidad V. "Summer School: A Time for Imagination". Clearing House Vol. 45. p. 422-423. March 1971.

The Director of Summer Schools for the Vallejo City Unified School District (CA) suggests uses of the summer program not only for remediation but also as a relaxed "living laboratory" wherein educational innovations may be tested for possible year-round implementation. Suggestions include: inducting new personnel into administrative positions; piloting new curricular patterns; attempting different organizational patterns prior to their initiation; permitting teachers to explore different grade levels or courses; opening up new avocational courses for students; the possibility of making every summer center a

demonstration school; the chance to implement a desired curricular idea (e.g., use of secondary level students as tutors in elementary centers). Stresses need for community support and for extensive planning, analyzing and evaluating.

146 National Education Association, Publications Division. Consider a Year-Round School. Stock No. 051-02070. 7 p. 1972.

Brief pamphlet gives history of year-round school concept and reasons for current interest in it. Describes various plans for extending the school year including the (1) rotating four-quarter, (2) 45-15 plan, (3) continuous school year, (4) multiple trails. Includes several questions usually asked by parents and brief answers to them.

147 _____. Research Division. The Rescheduled School Year. Research Summary 1968-S2. Washington, D. C. The Association. 39 p. 1968. Eric #ED 032 625.

Describes nine extended school year programs: traditional summer school plan; rotating four-quarter plan; continuous four-quarter plan; continuous school year or continuous progress plan; multiple trails plan; modified summer school plan; trimester plan; quadrimester plan; and extended K-12 plan. Cites areas of operation. Assesses advantages and disadvantages of each. Examines impact of extended year programs on curriculum, teachers, and pupils. Includes a 62 item bibliography. Cf. summary listed under School and Society - "Increased Interest in Longer School Year."

148 _____. The Year-Round School. Washington, D. C. Stock # 111-03972. 4 p. July 1970.

Brief pamphlet states policy of the NEA adopted in Assembly of 1970 at San Francisco regarding year-round school. Recognizes the need for each school district to adopt its own ESY plan, and established guidelines for its state and local affiliates in exploring and implementing ESY proposals. Stress on adequate compensation for teachers in ESY programs. Refers to The Rescheduled School Year (NEA Research Summary 1968-S2) as basic resource document for study of year-round school.

149 National School Boards Association. "Ready for a Vacation? Rochester's Extended School Day Plan is Saving Money and Offering Some Educational Benefits, Too." The American School Board Journal. Vol. 160. p. 48. February 1973.

Brief article reports on a new variation of schedule revision, the extended school day, which solved space needs at Gates Chili High School in Rochester, N.Y. Presents overview of program, comprising 13 class periods from 7:40 a.m. to 5:30 p.m., wherein a student is enrolled in one of 7 different programs covering 6 to 9 periods a day. Principal James Hatch outlines five educational and three economic benefits that have accrued from the change.

150 National School Public Relations Association. Year-Round School: Districts Develop Successful Programs. Washington, D. C. 64 p. 1971.

Examines various plans and programs for rescheduling the school year, primarily the staggered quarter, consecutive quarter, trimester, continuous school year, multiple trails, modified summer school and quinmester. Lists pros and cons of the year-round concept, analyzes reaction of teachers, administrators, students and the general public. Outlines relevant legislation and the results of feasibility studies for year-round education in many states. Briefly notes alternatives to YRSY such as the four-day week or a shorter school year. Concludes with six detailed case studies of working year-round programs: (1) Atlanta GA - 4-quarter; (2) San Jacinto H.S., Houston TX - trimester; (3) Valley View, Lockport IL - 45-15; (4) Lake Oswego OR - expanded summer school; (5) Chula Vista CA - 45-15; (6) Jefferson Co., Louisville KY - 4-quarter.

151 Nation's Schools. "Educational Needs Prompt Surge in Summer Sessions." Vol. 83, No. 6. p. 71. June 1969.

Opinion Poll survey discloses heightened interest in, and implementation of, summer sessions due to the educational needs of today's students for remediation, general enrichment, or just fun. Vocational training and specialized or advanced level courses were also approved. Tuition-free programs are judged more successful.

152 University of Nebraska. Attitudinal Study of Year-Round School Operation in Nebraska. Department of Educational Administration. Lincoln, Nebraska. 27 p. December 1971.

First in a series of booklets on year-round education presents concise report of study designed: (1) to measure attitudes of Nebraskans

toward concept of year-round education; (2) to develop and test a technique capable of securing a majority viewpoint thereon. Modified "Delphi" survey method was used to achieve both objectives. Describes three major representative plans: rotating/staggered four quarter (Utica, MI; Atlanta, Fulton County & Dekalb County GA; Jefferson County Schools KY; Valley View 45-15 Continuous School Year, IL; Dade County's Quinmester, FL). Details sampling procedures used in Delphi technique, employing 3 sequential surveys, the last considered final. Presents and analyzes responses in 4 sections, each with charts and summaries: (1) attitudes for desirability of YRE; (2) attitudes for impact of YRE; (3) predictions for ideal and realistic adoption dates; (4) priority ranking of 10 current concerns in education. Conclusions and recommendations summarized, stressing favorable ESY attitudes, with need for community involvement. Appendix provides the 30-item opinionnaire instrument.

153 New Jersey Department of Education. The New Jersey School Report. "Annual Report of the State Board of Education and the Commissioner of Education of New Jersey. For the School Year Ending June 30, 1913". Trenton, New Jersey, 1913, p. 87-92.

Of historical significance, New Jersey's Commissioner of Education Calvin N. Kendall describes in his 1913 annual report the 2 all-year schools in Newark and the 5 in Bayonne - 2 large cities with many students who must work at an early age. Cites modern-day arguments for the all-year school, presenting background for development. Salient features of Newark plan: completion of an 8-year elementary course in 6; operation of new (three 12-week sessions) and old plans (two 20-week sessions) simultaneously in each school; similar vacation times for both plans except all year pupils have only 2 weeks off in summer; 75% of pupils enrolled in summer session with greater stress on non-academic learning. Assessment after two summers indicates high degree of interest, satisfaction and acceptability. Bayonne's 5 elementary schools emphasize only academic work with stress on remediation but with opportunity for acceleration. Plan has now spread to high school pupils.

154 _____. The New Jersey School Report "Annual Report of the State Board of Education and the Commissioner of Education of New Jersey. For the Year Ending June 30, 1916." Trenton, New Jersey, p. 33-36.

In annual report of 1916, New Jersey's Commissioner of Education Calvin N. Kendall describes 2 all-year experimental elementary schools in Newark, established in 1915 as alternating schools, wherein each classroom is used by two classes alternating between academic and

non-academic instruction (shops, gym, auditorium), thus accommodating 40 - 50% more students. Outlines plan and its operation. Cites modern-day benefits therein: greater space utilization; economy in construction; better educative use of time; courses adjusted to needs of students; better opportunities for remediation and acceleration; adjusted programs for working students; innovative course offerings especially in vocational education; "happiness and naturalness of the pupils;" increased efficiency, primarily in special activities. Assesses the costs, concludes that the operation of the alternating schools is a real economy.

155 New Jersey Department of Education. Year-Round Education Activities in the United States. Trenton, New Jersey. 37 p. April 1973. Eric #ED 077 133.

Designed for reference use and undertaken in cooperation with the Virginia Department of Education, survey presents in tabular form all activities, including legislation, in year-round education in the United States, listed by state alphabetically. Identifies every ESY program and provides for each: addresses; names of superintendent and project director; type of project (feasibility study, planning, preimplementation or operational); funding source; type of ESY plan and its purpose; beginning date; number of pupils involved and grade levels; extent of curriculum change; teacher contract effects; evaluation status; comments. Preface contains 11 summary tables and a summary data sheet. A separate 28 page brochure synthesizes state legislative activities that affect year-round education.

156 New Jersey Education Association. Extended School Year. Trenton, New Jersey. The Association, Report No. 101. 11 p. 1971.

Pamphlet defines a variety of claims and counter claims raised by advocates and detractors of "extended school year" plans. Includes considerations of setting, pros and cons, description of 17 plans, cost, pertinent laws and a summary statement. Lists a 28 item bibliography. Stresses three basic types of plans: staggered quarter, full 48 week, and voluntary summer.

157 New Jersey School Boards Association. Report of the Committee to Study the Extended School Year. Trenton, New Jersey. The School Boards Association. 31 p. 1970.

Outlines and compares five basic extended school year plans: trimester plan; quadrimester plan; extended semester plan; extended summer plan; continuous learning year (multiple trails plan). Provides planning guidelines and models. Includes a 36-item bibliography.

158 New York State Education Department. Application of the Extended School Year Concept to a Board of Cooperative Educational Services Occupational Training Program. Bureau of Occupational Education Research. Albany, New York. 52 p. 1969. Eric #ED 042 876.

An evaluation report of a pilot program established in three counties of New York providing a summer school session of vocational training as part of the regular school program. Details preliminary planning with administrators and teachers, recruitment procedure and teacher and student evaluations. Conclusions drawn from detailed comparative cost analyses, schedule formats and questionnaires: A quality program could be made available to all students with more students using equipment and facilities for a longer period of time, expenditures for which could be offset by student tuition. Among recommendations for future ESY programs: student recruitment time be extended; student achievement records be available to counselors and teachers. Includes detailed cost analyses, scheduling formats and an appendix providing questionnaires, attendance composite records and follow-up interview sheets.

159 _____. The Impact of a Rescheduled School Year: A Special Report Prepared for the Governor and the Legislature of the State of New York. Albany, N.Y. 164 p. March 1970. Eric #ED 040 234.

Report, based on research with teachers, administrators, superintendents, parents and students in 100 schools, describes findings on the feasibility of ESY plans, outlines several approaches recommended for achieving economy and educational goals. Recommends 6 plans: (1) continuous learning year cycling plan; (2) multiple variations such as the 45-15 or 9-3 plan; (3) multiple trails plan; (4) acceleration trimester plan; (5) acceleration quadrimester nine - 2 1/4 years; and (6) acceleration split trimester and split quadrimester. Discusses educational objectives and economy, including teacher salaries and staff utilizations; analyzes pilot ESY programs in the state and their impact on pupil achievement, adjustment and health. Concludes that the pilot experiments are now ready for a more extensive, practical application in school districts which want to realize the basic objectives for rescheduling a school year. Presents tables, graphs and a glossary and definition of terms.

160 Nickerson, James F. "Plugging In and Out at Will." Compact. Vol. 4 (6). p. 36-7. December 1970.

The President of Mankato State College, Mankato, Minnesota, describes its Wilson Campus School, whose year-round program, instituted in 1968, allows flexible scheduling, free choice, voluntary attendance, and easy access to educational resources resulting in a maximum of self-study. Urges statewide application of ESY concept with more legislative funding of pilot programs.

161 Nickerson, Kermit S. Extended Educational Opportunities and the Extended School Year. Paper presented at the 19th Annual Education Conference of Maine Secondary and Post-Secondary Schools. 23 p. March 21, 1970. Revised June 1971. Eric #ED 052 531.

Paper presented with view of applying ESY to Maine. Surveys evolution of the school year in United States and lists pressures for change--primarily tax pressure, population pressure, and explosion of knowledge causing need for additional education programs, all of which can be relieved by the lengthened school year. Groups ESY plans into three: (1) staggered attendance programs: pupil rotation, 4-quarter, 12-4 plan; (2) summer programs; and (3) extended year plans, or continuous year ranging from 200-240 days: trimester, split trimester, quadrimester, multiple trails and continuous progress, K-12. Summarizes research findings of the Florida Educ. Res. and Development Council, discussing 8 plans, and surveys 5 N.Y. plans. Conclusions: ESY for all pupils offers greatest promise for quantity and quality. Essential to success are staff and community involvement and support, proper vacations, and curriculum revision.

162 North Carolina Department of Public Instruction. Research and Development Area. The Year-Round School. A Source Book and Review of the Literature. Raleigh, North Carolina. 97 p. April 1973.

With four experimental projects on-going in North Carolina, this source book, designed to stimulate in-depth feasibility studies by both school personnel and lay citizens, discusses the suitability of year-round education for the state. Presents brief historical survey. Analyzes three basic categories of year-round plans: traditional summer school; rotating; and extended school year, listing arguments, advantages, and disadvantages of each. Describes briefly North Carolina's four experimental programs: 2 pilot schools on a four-quarter plan; 1 on a summer enrichment program; 1 on flexible scheduling and open campus, grades 10-12; one on a 45-15 non-rotating schedule. Explores major factors and their effects on the adoption of an ESY program: curriculum modification, scheduling, staffing, transportation, farm labor, legal considerations, economic considerations, and public acceptance. Presents an instrument to evaluate North Carolina's readiness for a year-round school with detailed checklists and score charts. Provides 50-page literature review. Appendix cites state school statutes and constitution excerpts that may affect the operation of year-round schools.

163 Northville Public Schools. Northville Public Schools Experimental and Voluntary 45-15 Extended School Year Program. Interim Evaluation. Northville, Mich. January 1973. Unpaginated.

Northville's community had previously rejected the quarter system in its search for a year-round school plan. Interim evaluation (from pilot project) made to determine the degree to which changes in behavior occurred (if any) in the acceptance of an alternate year-round schedule--a 45-15 program; information to serve as guidelines for Northville and other school districts in decisions for future programming on the 45-15 concept. Voluminous report presents evidence to support findings: program supported by ESY teachers, participating parents, non-participating parents; savings effected in unneeded construction; start-up costs not inhibiting factors. Includes surveys, questionnaires and tabular results, special section on learning disabilities component, and list of areas still to be determined.

164 _____. Year-Round School: Is it Feasible? Northville, Michigan. The Department of Education. 180 p. Undated. Eric #ED 051 559.

Feasibility study of a four-quarter plan of year-round operation for the Northville public schools. Briefly reviews literature on existing programs. Lists advantages and disvantages of various approaches to year-round operation, discusses calendar and curriculum implications, describes public relations program. Includes 40 tables based on results of community, student and teacher surveys, numerous reprints of news articles. Plans reviewed: quadrimester, trimester, continuous progress,multi-trails, 12-4, and enrichment-community concept.

165 _____. Year-Round School: Is it Acceptable? Northville Board of Education, Northville, Michigan. 128 p. Undated.

A supplementary report and addendum to Northville's report on Year-Round School: Is it Feasible? Examines the degree of public support for, and community attitude toward, the implementation of the year-round school. Discusses public relations campaign involving publications, news releases, public meetings and political objections; development of the master schedule stressing curriculum, cost effects and conversion costs, in community workshops and family scheduling questionnaires; and the determinations of acceptability leading to the goal of implementation by providing a plan most flexible with maximum vacation options. Appendices include filmstrips, news articles and reports used in their Phase III campaign.

166 Nott, Ronald E. and Morris, Donald C. "Parents Favor Quarter Plan." Ohio School Board Association Journal. p. 18. September 1973.

Article reports findings of an attitudinal survey of parents and students of two Ohio schools which began a four-quarter school year in September 1972, Anderson High School in Hamilton County and Fairfield High School in Butler County. Survey, in spring of 1973, was designed to determine reactions to quarter operation and degree of interest in a summer quarter. Results indicate positive reactions to the quarter system, to the course variety offered, to early graduation if desired; only neutral reactions to summer quarter. In-depth financial study revealed need of $100,000 in local support of summer quarter, opposed by parents. Recommendations include: continuance of quarter system and of mid-term progress reports; early graduation if desired; state support for ESY students; implementation of summer quarter courses shorter than 12 weeks.

167 O'Dell, Alan M. A General Report on the Francis Howell Year-Round School Plan. Francis Howell School District. St. Charles, Missouri. 23 p. May 1972. (Updates report of Sept. 1970.)

Concise report assesses the 9-3 (or 45-15) year-round plan after 3 years of operation at the Becky-David Elementary Schools. Traces briefly its development from conception in 1968 to implementation in summer of 1969 to expansion to Central Elementary School, July 1971. Details operational basics; problems encountered (air conditioning, maintenance, teacher schedules, student recycling); financial implications; further implementation at the Hollenbeck Junior High School in 1972, operating both year-round and traditional schedules. Provides schedule, questions and answers, summaries of updated opinion surveys taken of teachers and parents (positive).

168 Oklahoma Needs Assessment Committee. Instrumentation Package for a Needs Assessment Survey. Healdton, Oklahoma. 26 p. 1972.

Survey designed to measure the learner needs which might be affected by changing to a year-round school calendar. Includes five questionnaires for: students; parents; administrators; teachers; employers; and a guide for scoring the Needs Assessment Survey.

169 Oregon State Board of Education. Administrators' Conference on Scheduling. Salem, Oregon. 49 p. March 30-31, 1970. Eric #ED 040 802.

Document comprises proceedings of the Administrators Conference on Scheduling held to examine methods, techniques and philosophies relating to possible benefits of restructuring Oregon's small school environments. Eight presentations include: overview of scheduling in the small school; example of block scheduling; flexible block scheduling; a weekly demand schedule; functional scheduling; a proposed 12-month, 4-days-a-week scheduling model; a conference summary and challenge. Stresses the importance of the school schedule and the need for adequate planning and inservice training of teachers for implementation. Includes 11 illustrations, list of participants and an evaluation report of the conference.

170 Osburn, Morris. A Project to Improve the Administration and Management of the Curriculum in Kentucky - Final Report. Shelby County Board of Education. Shelbyville, Kentucky. 152 p. Dec. 1969. Eric #ED 066 803.

Comprehensive report describes a 29-month project designed to improve the management and administration of curriculum so as to provide Kentucky's schools the best teaching programs and techniques. Examines eight curriculum management areas: (1) rescheduled school year; (2) grade level organizational plans; (3) differentiated staffing patterns; (4) administrative and instructional staff development programs; (5) flexible-modular scheduling plans; (6) nongraded continuous progress plans; (7) computer technology programs for education; (8) instructional media center plans. To improve knowledge of local school district administrators in above 8 areas, methods used were: (1) district seminars; (2) statewide conferences; (3) summer institutes held at universities; (4) mobile seminars; (5) consultative services to local district personnel; (6) research projects. Provides recommendations. Voluminous appendix includes a 14-page directory of consultants for curriculum improvement, indicating area of expertise; a 14-page model for a 9-week semester high school; 2 plans on individualized instruction and flexible student progression; and a 40-page model for assessing educational success in Kentucky's schools.

171 Parks, David J. and Leffel, Linda G. Needed Research in Year-Round Education. Paper presented at American Educational Research Assoc. 58th Annual Meeting. New Orleans, La. 16 p. March 1, 1973. Eric #ED 075 930.

Paper provides a framework for identifying areas needing systematic study in year-round education (YRE). Contains a definition of YRE, a short history of YRE in America, a list of factors generating interest in it today, and a discussion of its major potential effects on educational, family, economic, religious and political institutions. Stresses the need for research on YRE and provides a "research needs identification model for YRE" which (1) identifies areas warranting research and (2) indicates the multidisciplinary approach essential to this research. Includes 2 calendars: of the 45-15 middle school of Prince William Co. (VA); and of the Park Elem. School of Hayward (CA) - a mandatory 197-day calendar.

172 Pennsylvania Department of Education. Year-Round School. Harrisburg, Pa.: Pennsylvania Department of Education. 92 p. June 1972. Eric #ED 052 531.

Document describes background of the debate on flexible scheduling vs. the traditional school calendar, and implications of the enactment of Pennsylvania's Act 80, which provides the legal basis for the year-round school in Pennsylvania. Identifies characteristics, advantages, and disadvantages of a staggered plan for all students, voluntary summer school, a continuous school year on the 45-15 plan, flexible all-year school and a trimester plan. Analyzes different patterns which have developed in different communities, including the Flexible All-Year School, the Valley View 45-15, the Five Year Optional Year-Round School, the Las Vegas Urban High School. Lists planning stage considerations, indicates possible implications of the YRS for the curriculum, students, teachers, and community. Bibliography, appendices including attitude surveys for administrative staff, teachers, students, members of the community.

173 Perry, Ione L. Post-Conference Report: Extended School Year Conference. Tallahassee, Fla.: Florida State Department of Education, Division of Curriculum and Instruction. 71 p. May 1969. Eric #ED 044 811.

Report comprises papers presented by consultants involved in planning and operating year-round programs across the country. Among the plans discussed: Atlanta's 4-quarter, modified summer, multiple trails, and the continuous progress design at the Nova schools in Ft. Lauderdale FL. Selected bibliography included.

174 Piele, Philip K. Rescheduled School Year Plans. Eugene, Oregon. Center for Advanced Study of Educational Administration, Oregon University. 4 p. 1971. Eric #ED 047 419.

Literature review, based on abstracts of documents announced in Research in Education, compiles information on the rescheduled school year. Following the review is a list of the 18 documents cited, their costs, and availability.

175 Prescott, Donald R. Strategies Employed in Coping with Burgeoning Enrollments, 1969-70. Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. Minneapolis, Minn. 49 p. April 1970. Eric #ED 061 581.

Report identifies strategies and practices employed by school districts seeking ways to cope with increased enrollments and rapidly rising costs. Discusses (1) intensive space utilization; (2) community classrooms; (3) "schomes" - schools in homes or apartment buildings; (4) rented classroom space; (5) relocatables - portable school units; (6) extended school day; (7) 6-day school week; (8) double sessions; (9) busing; (10) rotating or staggered four-quarter plan; (11) 45-15 plan; and (12) extended school year acceleration programs. Bibliography appended.

176 Punke, Harold H. "Accountability and the Quarter System". National Association of Secondary School Principals Bulletin. Vol. 57. p. 57-63. January 1973.

A brief for the adoption of the quarter system to enhance schools' relevance to other sections of American enterprise and culture. Ascribes evolution of the two semester system to the "agrarian" summer vacation and the early influence of the European university semester system. Discusses economic advantages of the quarter system in areas of: plant utilization; personnel; curriculum; high school graduation and the labor market; and its relevance to American economic culture now organized on a quarterly basis.

177 Reeves, Robert L. A Proposal: The Circular School Year. Paper presented at National Association of Secondary School Principals Annual Convention (56th), Anaheim, Cal. 12 p. March 17-22, 1972. Eric #ED 063 622.

Outlines and assesses the proposed Laguna Beach Plan designed to meet changing educational needs of students, staff and district. Salient features: school year comprises three instructional units of

12 weeks each, with mandatory student attendance, and three interim units of 4 weeks each - 15 days work time and 5 days vacation time. Additional legal and school holidays furnished. Interim units provide 4 options for students: acceleration, remediation, enrichment or vacation; for teachers - 5 options of differentiated activities: teaching, curriculum development and evaluation, consulting or training teacher, inservice training, or no contract obligations. Staffing patterns include basic contracts, part-time contracts and extended contracts. Sample calendar included in Appendix.

178 Rife, Robert V. "Would You Believe." English Journal. Vol. 61. p. 555-9, 599. April 1972.

Chairman of the Language Arts Department at Mount Tahoma High School in Tacoma, Wash., assesses new quarter system after 2nd year of implementation, wherein school year is divided into three 12-week quarters with 5 daily classes of 68 minutes each, each student taking, and teacher giving, four a day. Lists as advantages lowering of teacher level, increase in students taught, complete revision of language arts curriculum to fit students needs, and benefits therefrom.

179 Rifkin, N.S. "How To Make the Switch to Year-Round Schools." American School Board Journal. Vol. 160. p. 40-45. February 1973.

Author discusses three major considerations warranting a change in the traditional school year: academic - what is good for the student; economic - what is good for the budget; life-style - what suits the modes of the community. Outlines plans stressing the academic (Atlanta GA; Dade Co, FL; Hayward CA; Mankato MN); the economic (Valley View IL; Dale City, Prince William Co. VA), listing educational and economic benefits for students, teachers and community. Establishes guidelines for planning ESY, citing six problem areas: changes in legislation; changes in school procedures and rules; student-options regarding work-study; teacher and staff contract options; community education; compatibility between the school calendar and community lifestyles.

180 _____. "A Round-Up on Year-Round Schools." Today's Education. Vol. 62. p. 58-60, 62, 64. November - December 1973.

Article reviews year-round school plans - their nature, achievement, progress, and impact on curriculum, students and teachers. Describes specific plans, citing regions of implementation: 45-15 (Valley View, IL; Prince William Co., VA; Park School, Hayward CA); quarter system (Atlanta GA); quinmester (Dade County FL); the multiple-access program at Champlain Valley Union H.S. (VT) which evolved into

a quarter system within the traditional calendar because of summer underenrollment; and the new flexible all-year, individualized K-12 program begun in summer of 1973 at Clarion State College (PA). Reviews positions of educators at state and national levels, with specific positive references to American Association of School Administrators; hearings by the U.S. House of Representatives General Subcommittee on Education of the Committee on Education and Labor; U.S. Office of Education; National Education Association. Presents guidelines for teachers in exploring year-round education, citing economic analysis of Prince William County's program by Education Turnkey Systems (cf.) and attitude survey of that county by Ned Hubbell Associates (cf.). Provides bibliography and diagrams of 2 basic plans: 45-15 and staggered quarter.

181 Rochester Area School District. The "Three Plus" System. Rochester, Pa. 16 p. 1971. Eric #ED 066 797.

Brief description of how an individual area school district restructured its traditional two-semester K-12 curriculum into an individualized program for which a modern "education complex" was built. Outlines the development of the "three plus" system a 4-quarter plan wherein 3 quarters are compulsory and one, or any part thereof, is optional with the objective of greater learning experiences for all the children. Details the process of change: continuous learning approaches used at primary, intermediate and secondary levels; new teaching techniques adapted to the quarter system; the recreational facilities provided for community as well as educational use; and the operational and instructional costs. Provides listing of 187 courses available for 1971-2 to the 900 secondary students.

182 Rochin, Ruben. The Development and Conduct of a Needs Assessment to Investigate and Provide Information Upon the Potential of the Extended School Year Concept for Keene, New Hampshire. New Hampshire State Department of Education. 126 p. July 1972.

Final report of a study to develop a model for use in needs assessment as related to the extended school year concept and its implementation in Keene, New Hampshire. Includes a (1) Needs Assessment Program; (2) Investigation of Alternatives; (3) Development of Community Support; and (4) An Implementation Model. Appendices include suggested calendars, achievement of objectives and activities questionnaires, and a budget.

183 Rogge, William M. Planning a Year-Round School Operation (A Case Study of the Valley View School District 45-15 Plan). Lockport, Ill.: Valley View School District. 145 p. January 1971. Eric #ED 047 189.

Describes the planning and collection of data for beginning a year-round operation including student achievement, teacher opinions, community opinions and costs of operation. Covers the problems of student scheduling, teacher scheduling and winning community support which are considered to be the major obstacles to successful implementation of year-round plans. Includes rationale for evaluation, research design, conclusions and recommendations. Lists 17 references used in the study. Appendices include: A) Instruments used in the study including questionnaire for teachers, questionnaire for community people, interview protocol, priority concerns, check list and feedback on interviewers, B) The Valley View 45-15 continuous school year plan, C) Illinois legislation and state office guidelines affecting year-round school operations, D) Opinions and attitudes of professional staff toward 45-15 plan as of June 9, 1970, E) Student achievement and ability, F) Community survey questionnaire, G) Community interviews, and H) Fiscal analysis.

184 Roosevelt Junior High School: Training Manual, Curriculum Guide, Paper Counselor. Eugene, Oregon. 87 p. September 1973.

Comprehensive course catalogue, 1973-4, marks beginning of the fifth year of the totally elective, 9-week course program at Roosevelt Jr. High School, Eugene (OR). First part describes the program, how it differs from other junior high schools, what it offers to, and expects from, the students. Gives rationale behind the program; its goals; efforts to meet student needs; the new House Advisor System; continuing evaluations; flexible scheduling. Major part classifies and describes courses by department, prefaced by introductory statements of the goals of each department. Outlines for each course its contents, requirements for completion, bases for evaluation. Provides 3-page index to courses, and listing of school staff. (Cf. Phil George, The Roosevelt Program; and Eugene Public Schools, Roosevelt.)

185 Ross, Doris M. 1972 Legislation and Achievements: Year-Round Schools and Attendance. Research Brief No. 5. Education Commission of the States. Denver, Colorado. 27 p. June 1973.

Research report summarizes 1972 legislation and achievements in education related to the year-round school and attendance; it was compiled from replies to questionnaires sent to every state, with supplementary information collected by the Education Commission of the

States. Report, in two sections (1) Year-Round Schools, (2) Attendance, lists the states alphabetically, each with legislative citations (House or Senate Bill) and the legislation descriptions indicating in the capitalized first word the status of the legislation as of May 1973, (eg. ENACTED, FAILED, CARRY OVER). Descriptions include contact names and addresses. Appendix provides survey instrument; address of state departments of education, of legislative service agencies, and of national offices of Nat. School Boards Assoc., NEA, and American Federation of Teachers.

186 Roth, Rodney. Extended School Year in Michigan. An Interim Report. Michigan Department of Education Experimental and Demonstration Centers Program. Western Michigan University. Kalamazoo, Michigan. 33 p. February 1973.

Report presents current status of the two different experimental ESY projects in Michigan, based on 2 interim evaluations half-way through first full year of implementation (1972-73). Reviews ESY movement in Michigan from legislative feasibility grants for 6 district to operational programs in 2 - the Tri-District (Okemos, Haslett and East Lansing) Quinmester Plan (9-12), and the Northville voluntary 45-15 (K-8). Describes three similar ESY districts operating outside Michigan: Valley View's 45-15 plan, Lockport, IL; Dale City, Prince William County, VA, 45-15, and Dade County, FL, quinmester; summarizes their evaluation results with regard to cost analyses (lower), and attitudinal surveys of parents, staff, students, community (positive, especially for increased educational benefits). Describes implementation procedures in the 2 Michigan districts and examines their current status: (1) Tri-District indicates positive findings of opinionaire surveys of teachers and students, and of achievement evaluations dealing with the fifth (summer) term of 1972, citing advantages and disadvantages thereof, with accomplishment of most of the objectives; (2) Northville evaluation indicates very positive reactions from staff, parents and community, and operational cost benefits analysis (5.1% savings). (Cf. Lezotte and Schweitzer. Tri-District Extended School Year. Evaluation Report.

187 Rothstein, Hy. "Quinmester Extended School Year Plan: Dade County Public Schools, Miami, Florida." Journal of Health, Physical Education and Recreation. Vol. 42. p. 30. September 1971.

Describes the health and physical education program developed for the quinmester system initiated in Dade County, which consists of five 9-week sessions extended over the 12-month school year.

188 Saad, James T. One Approach to Year Round Education. A Study to Assess the Impact of One Approach to Year Round Education Upon the Boise Public Schools and the Boise Community. Boise City Independent School District. Boise City, Idaho. 106 p. March 1972. Eric #ED 069 030.

Comprehensive report of feasibility study of the 45-15 rotating school year plan for the Boise Public Schools presents findings of eleven sub-committees explaining various aspects: calendar; staff relations; census and attendance K-6; 7-12; pupil personnel services; maintenance; climate control; public relations; data processing; government and institutional relations; curriculum planning. Concludes that year round schooling is a viable educational program for Boise; that a simulation program at the high school indicated: (1) present staff is capable of developing necessary calendar; (2) existing facilities could accommodate 25% more pupils under ESY plan; (3) greater educational returns, cost-wise, under ESY over the long term. Cites 3 objections: (1) primary grade children should not change teachers every 45 days; (2) established extra-curricular and enrichment programs (music and athletics) would have greater difficulty in maintaining high standards; (3) summer employment for youth still poses problems. Stresses need for further study of social implications and for community involvement. Provides charts, tables and numerous sub-reports, e.g. effects of ESY on churches, scout programs, etc.

189 San Diego Department of Education. Proceedings of the Fourth National Seminar on Year-Round Education. San Diego, California. 1972. Unpaginated.

Summation of seminar presentations by leading authorities on year round education. Includes 28 articles by conference participants describing ongoing programs across the country and proposing new designs for extended school year programs. Programs presented include: the Furgeson all year plan at Artesia CA; the 45-15 plans of Chula Vista and La Mesa-Spring Valley CA; St. Charles MO (Becky-David School); Hinesburg VT; the 4-quarter plans of Park School, Hayward CA; Molalla OR; Rochester PA; and Jefferson County KY; the Dade County quinmester program of Miami FL; and the 4-1-4-1 plan of Franklin Pierce Schools in Tacoma WA.

190 Scala, Anthony W. "Year Round School." National Association of Secondary School Principals Bulletin. Vol. 54. p. 79-89. March 1970.

A brief for the trimester system through the upgrading of summer programs to the level of regular school programs, on a voluntary basis. Describes the Syosset Experiment (N.Y.), its

implementation in 1966, operation, and findings in an evaluation study after its first and fourth years. Suggests further study of student achievement.

191 Schaffer, John G. The Gresham Grade School District #4 Year Round Plan. Community - School Planning and Implementation. Gresham Grade School District 4. Gresham, Oregon. 179 p. May 1972. Eric #ED 074 582.

Document details historical development and procedures leading to the implementation of a 45-15 ESY plan in the Gresham OR district containing one middle and five elementary schools, necessitated by space needs. Describes: the district and its growth; overview of various plans citing advantages and disadvantages; the formation, activities and recommendations of an advisory committee established to study, develop and implement an ESY program; voter opinion survey and district informational meetings; school board affirmative action on the committee's recommendations of the 45-15 plan to start July 1972; a school calendar with related information sheets and newspaper articles. Includes reprints of ESY articles by George Jensen and by George Glinke, and an evaluation of Valley View's 45-15 plan by William Rogge.

192 School and Society. "Increased Interest in Longer School Year." Vol. 97. p. 155-6. March 1969.

Brief outline of an early report of the National Education Association, The Rescheduled School Year, (cf. listing under NEA), citing reasons for growing interest in ESY programs (economic, space, better education and teacher benefits). Brief description of several plans: rotating 4-quarter, continuous progress, summer schools, trimester and quadrimester, and multiple trails.

193 Schmid, Torsten H. The Extended School Year. A Summary of Information Regarding Extended School Year Projects, Studies and Reports. Vancouver, British Columbia. 172 p. June 1971. Eric #ED 062 684.

Report, prepared for "Project Four-in-One" in Vancouver, presents a comprehensive overview of the literature and research findings on the major ESY plans and their impact on a school system. Surveys history of ESY plans and reasons for implementation, examines in detail the major ongoing school plans as to operation, costs, advantages and disadvantages. (Valley View 45-15, Atlanta's four-quarter, traditional and modified summer school, trimester, quadrimester, continuous progress, extended K-12, and multiple trails). Assesses the effects of implementation of ESY on a school system, both economic (citing savings in capital expenditures, operating costs, teaching and staff services) and educational (citing benefits for

pupils, teachers and curriculum goals). Outlines the feasibility findings of the Delta Project regarding the 45-15 plan, with summations of opinion surveys of teachers, parents, education department and community recreation department. Three appendices quote reports of the Los Angeles City School Districts; the costs and economic impact of the trimester plans on New York State and an assessment of student achievement in the New York State ESY Programs. Provides supporting tables and a 186-item bibliography.

194 Seminole County District School Board. 45-15 Extended School Year: A Study. Seminole County Public Schools, Sanford, Florida. 64 p. March, 1972.

Report presents findings of a feasibility study to implement a 45-15 ESY program in all Seminole County Schools, grades K-12, designed to solve space needs. Analyzes needs in seven major areas of concerns, related to: pupils; personnel; instruction; facilities; auxiliary services; communications; costs; and outlines specific sub-areas of investigation for each. Details guidelines and dates for organizational structure of the program in all areas of concern. Four appendices provide a cost analysis of 45-15; policy changes required; statute changes needed; a glossary of terms and index.

195 Servetter, Leonard. Year Round School Program: A Case Study. People Education and Communication Enterprises, Inc. Chula Vista, California. 169 p. 1973.

Book documents the 45-15 year round school program implemented in 4 of Chula Vista's 26 schools in July 1971. By detailing the procedure from new concept to implementation six months later to evaluation after the first year, it provides guidelines for districts interested in YRS programs, presenting problems, solutions and evaluative data. Comprises three major sections - Planning, Operation and Evaluation, and one brief section on the future of YRS. Part I, Planning, describes: the school district with problems resulting from rapid growth; chronological procedure involving total staff and community; criteria for a 45-15 program; legislation needed; questions raised and problems solved prior to implementation. Part II, Operation, details the overall view at three different types of school, two with traditional classrooms, one in fourth year as an open-space school, and one newly built with open space flexible design for team-teaching. Stresses importance of parental cooperation; outlines teacher reactions; lists critical areas and solutions; describes the new intersession program in place of summer vacations; summarizes benefits. Part III, Evaluation, outlines strategy for developing a plan to assess the effects of 45-15 on pupils, parents and staff. Lists items for incorporation into a YRS evaluation design. Describes tests and survey instruments, evaluation difficulties.

Summarizes major findings regarding: (1) parental reactions (very positive support); (2) student achievement (no significant difference) and reactions (very favorable); (3) school staff reactions (highly supportive). Financial analysis indicates no increase in per pupil cost, with major savings effected in avoiding construction costs. Results warranted continuation of program, with data supplied for modification to improve operation. Appendices provide 3 school calendars (years 1971-4) and a study on the open space elementary school compared to the open space/year round elementary school as viewed by teachers and principals.

196 Shafer, Jeff E. The Development of a Community Survey to Measure Public Opinion Concerning the Implementation of a Continuous School Year Pilot Program. Agana, Guam. 95 p. September - December 1973.

Report presents findings of a survey of public attitudes towards year round schools and whether persons surveyed will support a 45-15 pilot program in three elementary schools for two years. Discusses background information; details the validation and reliability development of the survey instrument to be used and the statistical procedure. Describes the public information program on the 45-15 plan prior to the survey; the survey itself. Tabulates responses; presents detailed analysis, conclusions, recommendations and implications. Responses were affected significantly by variables of sex, nationality, vacation decision and vacation time desirability. Conclusion: the people of Guam, once familiar with the 45-15 plan, will support a pilot study for two years in three elementary schools. Recommendations: that the Board of Education proceed with pilot implementation in June 1975; that the decision on 45-15 be made no later than Feb. 1, 1974; that if no decision is made by Feb. 1, year-round planning be abandoned and other solutions to overcrowding be sought. Other recommendations concern details of implementation pending the Boards positive decision. Nine appendices provide the pre-test, a post-test item analysis, final questionnaire, groups contacted, legislative enactments, tables summarizing results.

197 Shafer, Raymond P. "Legislating Flexibility in Pennsylvania." Compact. Vol. 4 (6). p. 33-35. December 1970.

The Governor of Pennsylvania presents a brief for year round schools, cites his state's legislative actions; discusses conclusions drawn by Education Department's study reported in Year Round School, 1969; describes the research-demonstration model of the flexible all-year school being developed at Clarion State College; urges the adoption of the all-year school throughout the state.

198 Simmons, James C. and Garvue, Robert J. An Examination of the Socio-Economic Implications of the Adoption of Individually Prescribed Instructional Systems by School Systems. Tallahassee, Fla.: Department of Educational Administration, Florida State University. 101 p. January 1969. Eric #ED 031 801.

Findings from a study of the social and economic effects of adopting Individually Prescribed Instruction programs by elementary and secondary schools. Study procedures involved: (1) visitation of schools where IPI had been adopted: (2) comparison of IPI and current systems so that the major differences might be isolated; and (3) interviews with community leaders, educators and others. Report divides the subject into three main areas central to a program of IPI: a continuous year-round school program; differentiated staffing; and the individual rate of student progress. Difficulties are discussed and recommendations made. Bibliography included.

199 Springfield School District 186. The Implications of Double Shift Scheduling in Springfield, Illinois, High Schools. Springfield, Ill. 69 p. September 1971. Eric #ED 056 077.

Findings of an evaluative study of the double shift scheduling in 3 overcrowded Springfield High Schools, operating for 2 years (69-71). Purpose of study: to provide accurate and objective information on the effects of the double shift from which sound and rational judgments could be made. Details procedures, evaluative criteria, and results with reference to space utilization and safety, attitudes and opinions, academic and non-academic programs, discipline, attendance and community effects. Concludes negative effects of double shifts in all categories except the actual relief of overcrowding. Includes tables, references and questionnaire materials sent to parents, students and teachers.

200 Staber, Richard and Everett, Carl. Development of Modular Courses in Vocational Curriculum to Facilitate Individualized Scheduling to Meet the Occupational Objectives of Each Student. I Central Columbia High School, Bloomsburg, Pa; Pennsylvania Department of Education, Bureau of Vocational,Technical and Continuing Education. Harrisburg, Pa. 38 p. June 1972. Eric #ED 073 234.

Report details procedures of implementing (at a rural high school) a semester-length vocational education curriculum designed to prepare for occupational careers a predominantly non-academic student population, and geared to individual student career objectives. A summer workshop for development of curriculum and individualized schedules included administrators, guidance counsellors, librarian, supervisors, all vocational teachers, and, as resource staff, representatives of

business, agriculture and home economics at the local, state and national level. A vocational guidance program aided students, teachers and parents, especially of potential drop-outs. With enrollment patterns up in all curriculum departments, findings indicate: the significance of cooperative work experience, with 81% of the vocational students permanently employed upon graduation; the use of computer for semester scheduling; and the need for guidance to enable students to select a balance of vocational and academic subjects. Eight appendices provide preference charts, course descriptions, tables and questionnaires (summarized within the report).

201 _____. Development of Modular Courses in Vocational Curriculum to Facilitate Individualized Scheduling to meet the Occupational Objectives of Each Student. II Central Columbia High School. Bloomsburg, Pa. Pennsylvania Department of Education. Bureau of Vocational, Technical and Continuing Education. Harrisburg, Pa. 115 p. August 1973.

Of similar title to the above, this expanded report relates to the second year efforts of the Career Education program instituted within the Central Columbia School District. Presents information on the cross district curriculum design which provides students with career awareness opportunities in elementary school, career explorations in middle school, and career preparation in high school wherein an "open access" curriculum enables students to develop salable skills within their own individually defined career objective areas. Summarizes first year's progress, when semester length courses were developed, enabling students to blend vocational and academic disciplines with the assistance of an expanded vocational guidance program. The program's success the first year stimilated its expansion to K through 12. Includes an 83-page guideline document "Career Education Needs Through Relevance and Logic -- An Intergrade Interdisciplinary Approach", which incorporates programs developed by teachers from each grade and discipline. Presents findings of full evaluations, administrative interviews, studies of vocational course selections and vocational department mixes, survey information from 1972 graduates, comparison of student aspirations with occupational opportunities, enrollment patterns and work study figures on the students placed in respective work study fields. Conclusions indicate success of program with 91% of students enrolled in vocational courses and 86% permanently employed with their work station employers. Nine appendices provide Career Education report, testing summaries, course enrollments and registration, job opportunity analysis and graduate follow-up career survey.

202 Stefanich, Greg P. "A Year-Round School Plan with Summer Vacation for Everyone." School and Community. Vol. 57. p. 14-15. Feb. 1971.

An instructor of the University of Montana's School of Education proposes a 7-session year-round school plan providing every student 7 weeks of summer vacation. Each child would attend five of the seven sessions. Cites advantages for students and teachers-academically, recreationally, and financially-stressing savings in capital outlay and greater use of outdoor facilities for enrichment. Details two alternative seven-session programs: Plan I - comprises 7 seven-week sessions with a one-week interim spring, fall and Christmas; Plan II has 4 eight-week sessions (each with 2 vacation days) and 3 six-week sessions with a summer and Christmas interim of one week. Both plans are illustrated on a 1970-71 school calendar.

203 Strobbe, John. Romeoville 45-15 Continuous Recreation Program. Romeoville Recreation Board. Romeoville, Illinois. 13 p. 1972.

Brochure designed to present the ideas and evaluations concerning the first continuous recreation program in the country, and to review the effects of the 45-15 education program on the recreation program of the community. Outlines their goals of recreation: (1) to meet the needs for physical activity and good physical health; (2) to provide for meaningful leisure - time activities; (3) to meet the needs of school children in the 45-15 plan on their 15 days off. Discusses: changes in recreation behavior resulting from the 45-15 cycle: the all-year use of human and community resources; budget changes; the economic impact of higher costs. Concludes with 7 guidelines for establishing a year-round recreation program as a "new style of life." Includes brief pamphlet listing all the activities offered in the recreation program.

204 Tenafly High School District. Final Extended School Year Report for Tenafly High School. Florence Wallace, Compiler. Tenafly New Jersey. 121 p. May 1973.

Report summarizes feasibility study of an ESY program for the Tenafly High School, designed to provide quality education and voluntary program acceleration. Describes proposal, organization and activities of the three study committees concerned with: research; concept and implementation; publicity. Recommends an Expanded Day - Extended Summer Plan; presents its schedule, course time and requirements, opportunities for acceleration, advantages and disadvantages, transition needs, and cost analysis. Recommendations also include immediate goals (expanded summer school, modular scheduling), long-range goals (quarter system or quinmester, possibly a 4-day week). Voluminous appendix provides: survey instruments for students and teachers with tabulated summaries;

proposed plan for a 23 mod school day - four day school week; report on a visit to a high school on modular scheduling; reports describing ESY concepts and plans, the 4-day School week at Unity, (ME), the quarter system at McKinley H.S. (Wash. D.C.) and Christiana H.S., (Newark, DE); bibliographic materials on ESY available from Eric.

205 Texas Education Agency. Guidelines for the Quarter System, 1972-1973. Austin, Texas. 36 p. February 1972.

Document designed to serve as a general guide for school districts as they plan and implement a quarter system. Exphasis is on administration and preparation for implementation. Appendices include list of approved courses and selected annotated bibliography.

206 _____. Guides for Curriculum Planning for the Quarter System, 1973-74. Austin, Texas. 1972.

Document is an extension and expansion of the Guidelines for the Quarter System and gives detailed guides for curriculum planning for the quarter system. These guides were an outgrowth of the study, experience and effort of pilot districts and Agency staff. Emphasis is on approved courses with detailed quarter unit plans.

207 Thomas, George Isaiah. A Capsule Picture of Recommended Continuous Learning Year Cycling Plans That Can Lead to Economy and the Extension of Quality Education. Albany, New York. New York State Education Department. 6 p. February 1972. Eric #ED 069 029.

Brief overview of the concept and features of ESY plans. Summarizes early development and implementation of varied plans (Becky David School, St. Charles MO; Valley View IL; Prince William County VA; Mora MN; La Mesa-Spring Valley and Chula Vista CA). Considers: (1) financial advantages in: capital outlay and debt service; school plant operation; school bus; teacher, staff and instructional requirements; and (2) student advantages: reduced juvenile delinquency; increased enrichment and recreation. Provides diagram outlining various continuous learning year plans (same as in ED 069 027).

208 _____. The Feasibility of a Continuous Learning Year Program at Fashion Institute of Technology. State Education Department. Bureau of Occupational Education Research. Albany, New York. 244 p. August 1973.

Feasibility study introduces rescheduled calendar plans and concepts to community colleges and other institutions of higher learning as economic solutions for space needs and educational goals of improvement. Provides Fashion Institute of Technology (N.Y.C.) with several continuous learning year calendar choices and suggestions regarding implementation procedures. Explores various types of college calendars, expecially that of F.I.T.; discusses the nature of the continuous learning year plans; describes 3 such plans, the 7 -, 5 -, and 4 - stream plans, which use the principles of term rotation to increase capacity, all structured around rotating 8-9 week learning periods with short recess periods, and a multiple or common entry time; recommends the 5 - stream plan. Analyzes the college's past, present and future enrollments with reference to needed space; outlines the principals of time equalization and its impact on projected capacity when combined with term rotation. Provides 3 optional operations with course schedules. Other highlights include multiple college entry, staffing, computers, registration and admissions. Contains charts, tables and diagrams.

209 _____. The Impact of a Rescheduled School Year on Vocational Training Centers in New York State. Bureau of Occupational Education Research. N.Y. State Education Department. Albany, New York. 154 p. March 1971.

Document explores new concept of applying the rescheduled school year to vocational training centers, suggesting many plans feasible and adaptable to fit individual situations. Argues that the needs of the vocationally oriented student be placed on a par with those of the academic student; that modification of the vocational calendar would potentially influence the local sending school districts. Designs outlined all relate to the Multiple Trails Extended School Year Plan (which releases student time, teaching time and space through a time equalization process), classified according to: (1) Multiple Session Day; (2) Multiple Session Week; (3) Multiple Session Year (implementation of semester-length summer session). Discusses budgetary requirements; realization of objectives; variations of basic Multiple Trails designs; arguments raised and answers.

210 _____. "The Legal and Financial Questions." Compact. Vol. 4 (6). p. 9-14. December 1970.

Coordinator of New York State's Rescheduling School Year Project presents various legal and financial aspects of year-round schools; policies to pursue in implementing an ESY plan and four areas wherein dollar savings may be realized. Recommends ten subjects of legislation essential for program implementation. Proposes the establishment of a national task force from state or federal funds to disseminate information about various ESY approaches.

211 _____. Realizing The Economy Objective through a Rescheduled School Year. Albany, New York. New York State Education Department. 44 p. April 1970. Eric #ED 069 027.

An outline of the economic and educational objectives attained through the rescheduled school year. Presents diagram indicating various approaches for rescheduling the school year; offers guide sheet, 35 item questionnaire designed to predict the effectiveness of an ESY plan. Major part of document describes a real case study showing the impact of a rescheduled school year upon a selected school district, with regard to: enrollment projections; school capacity; estimated classroom space needs; comparative school construction costs; plant operation and maintenance; school buses; and teachers, with cost comparisons of both the ESY plan and the conventional schedule. Stresses necessity for community selection of plan appropriate to its needs, and for suitable steps for implementation, to insure success. Charts and tables provided.

212 _____. Setting the Stage for Lengthened School Year Programs--A Special Report Prepared for the Governor and the Legislature of New York. Albany, New York: New York State Education Department. 113 p. March 1968.

Describes and compares several extended school year designs created for economy and increased educational opportunity. Presents specific findings, conclusions and recommendations relative to: continuous progress design; modified summer school; trimester design; quadrimester design; extended K-12 plan; and multiple trails plan.

213 _____. A Twelve-Month Contract for a Continuous Learning Year Program. Albany, New York. New York State Education Department. 9 p. February 1970. Eric #ED 069 028.

A brief for a rescheduled school year, wherein teaching and learning are made more attractive to student, teacher and taxpayer. Cites

reasons for the need of a 200-210 day school calendar: the explosion of knowledge; the loss of learning over long vacations with time waste in long review; the loss of time in "tooling up" and "tooling down"; the need for planning time; and constant search for knowledge. Argues that 12-month teaching contract with supportive staff and greater flexibility in class scheduling offers teachers more time for planning and curriculum development and provides higher salaries. Plans recommended: Continuous Learning Year Cycling Plan as a prototype of ESY designs, and the Multiple Trails ESY plan for its equalization features.

214 Todd, Carlos. "Dade County Tries The 'Quin'". Florida Schools. Florida Department of Education. Tallahassee, Florida. Vol. 35. p. 6-15. Jan.-Feb. 1973.

Article presents broad overview of the quinmester ESY program implemented in 5 pilot schools in Dade County, Florida, June 1971, with two more schools added in the fall. Discusses: the rationale behind its development and inception; its operation -- what it is and how it works; its advantages -- in education options, vacation options and plant utilization; pre-implementation preparation needed; how it actually helps the student. Explores the problems encountered in first year: new management and administrative techniques, especially in scheduling; new instructional support materials needed; increased counselling load; necessary funding. Stresses importance of intense public information for students, teachers, and parents; evaluates the academic gains as favorable; predicts successful future for the quinmester program, with implementation expanding to the elementary level. Present status: all secondary schools employ some quin programming in their curricula. Diagrams included.

215 Tsitrian, John. "The Furgeson Plan for All-Year School". Phi Delta Kappan Vol. 54. p. 314-315. January 1973.

Brief article describes the "first truly-flexible all-year program in the U.S.", developed at the Venn Furgeson Elementary School in Hawaiian Gardens, (CA) which overcomes the two problems facing other ESY plans: (1) providing continuous individualized instruction; (2) nullifying parental rebellion against mandated vacation periods. Details the continuous progress curriculum, divided into four subject areas - reading, math, language arts and science, each comprising a sequence of concept levels; this enables students to leave any time and resume at the same concept level. Three-fold vacation options for both students and teachers ensure widespread acceptance. Explores feasibility of implementing the flexible school year in secondary schools, and the problem of adapting existing facilities to the needs of the

program. (Cf. Robert S. Beall. "All Year Schools - An Educational Revolution in a California School", and "Focus on the Flexible All-Year School: A Report on the Furgeson Plan, 1971-2.")

216 U. S. Department of Health, Education and Welfare. Year-Rounds Schools: The 45-15 Plan. PREP Report #27. Washington, D.C. Office of Education, Public #(OE) 72-9. 24 p. July 1970. Eric #ED 054 396 (also included in #ED 069 043, appendix to Congressional Hearings, pp. 381-405)

Report summarizes characteristics and advantages of the 45-15 plan; includes chart of the Valley View, Illinois, scheduling plan. Discusses problems of pupil, teacher and classroom scheduling. Examines the legal dimensions to year-round plans and relevant research on effectiveness. Various aspects of preparing for implementation of a 45-15 plan are covered, including responses to typical questions from the community. Thorough examination of financial considerations for YRS in general and Valley View in particular; includes cost breakdown per pupil in Valley View before and after implementation of 45-15. Provides conclusions and recommendations, bibliography, listing of ERIC materials.

217 U. S. House of Representatives, Committe on Education and Labor. Hearing Before the General Subcommittee on Education. Ninety-second Congress, 2nd Session on the Value of Year-Round Schools. Washington, D.C. 428. April 1972. Eric #ED 069 043.

Voluminous document records statements by experts in the field of year-round education, and publications thereon. The Committee questioned these educators from various public school systems in an attempt to understand how ESY programs are instituted and what role the Federal government may play in developing the concept. Explores several implemented systems as Valley View 45-15, (IL), Dade County Quinmester (FL), Atlanta 4-quarter (GA), and Jefferson County Elective Quarter Plan (KY). Of special interest are pp. 68-88, 283-298, 300-307, and 414-421 describing in detail the programs at Unity ME; Chicago IL; Champlain Valley H.S., Hinesburg VT; Prince William County VA.: Washoe County NV; and Rochester PA.

218 Urbandale Community School District. Year-Round Education. Urbandale, Iowa. 183 p. Undated.

Report of findings of feasibility study of year-round education for Urbandale Community Schools published as a guide for other school districts. Outlines procedures and time-tables; presents two 45-15

calendar plans; discusses their effects on elementary, junior high and high school curricula and students; summarizes all the news releases and slide-tape presentations; lists questions raised at all public meetings; concludes with the questionnaires in 4 surveys made of the community, students, teachers and administrators. Includes flow-charts of high school curriculum, tables on cost analyses of traditional vs. ESY schools, and bibliography. Appendix includes reports, tables, maps, interviews, script of slide presentation and copies of newspaper articles. Recommends that implementation of Year-Round Education for Urbandale be set aside at this time.

219 Utica Community Schools. The Optional Five-Term Year-Round Educational Plan: A Step Toward Implementing Plans for Extending the Regular School Year. Phase II: The Communications Phase. Utica, Michigan. 243 p. July 1971. Eric #ED 060 506.

Comprehensive report on phase II of a 5-phase year-round school concept, continuing the 1970 feasibility study wherein public opposed the 4-quarter concept. Phases 3-5 will implement and expand the pilot program. This phase was designed to gather, analyze and disseminate information on the possibilities of conducting a pilot, year-round school operation. Objectives analyzed and discussed are to: (1) develop an optional 3-year, 5-term year-round education plan; (2) communicate this educational plan to local residents; (3) develop a tooling-up plan to move toward the optional 5-term year-round educational concept including the cost analysis for phase III and IV; (4) identify a possible level and location for a pilot, year-round program. Twelve appendices detail the proposed optional year-round school calendar; cost analyses; curricula and new course descriptions; outlines of 40 varied ESY programs in the United States and Canada; methods of organizing community studies on year-round education; and proposed legal changes.

220 Valley View School District. The Cost of Educational Operation: The Traditional School Year Vs. The Year-Round School. Lockport, Illinois. 45 p. September 1972.

Detailed report of cost study undertaken to determine relative cost per pupil of operating the traditional nine-month school in comparison with the 45-15 year-round school at Valley View, following its first year of operation, 1970-71. Study embraces years 1968-71. Identifies and defines cost elements within a school district. Describes new system developed to compare unit cost rather than total expense (i.e., to prorate costs for the various elements among the different programs). Presents data with analysis and interpretation. Findings indicate: (1) the 45-15 plan has resulted in a smaller increase in cost per pupil, compared with the increase between 2 previous "traditional"

years; (2) the increase in teacher salary cost per pupil is overshadowed by decreases in per pupil cost for: supplies and equipment, other instructional costs, principal salaries, guidance and counseling; operations and maintenance. Four appendices provide complete data for the three years, relating to pupil personnel, staff personnel, cost per pupil summary, and expenditure breakdowns.

221 Valley View [illegible]istrict. Evaluation of the 45-15 Plan, A Year-Roun[illegible]. Operation of Valley View School District 96. Final [illegible]port. Lockport, Illinois. Office of the Superintendent of Public Instruction. Springfield, Illinois. 50 p. July 1972. Eric #ED 073 573.

Evaluation report summarizes conclusions and insights of several hundred people directly involved in the 45-15 plan at Valley View (IL) for its first two years of operation, June, 1970-1972. Outlines: genesis of the 45-15 plan, born of urgent space needs; the evaluation design (basically a pre-test, post-test design) to determine trends and changes; the data collected which included student achievement, student attitudes, community reactions, reactions of professionals, and internal administrative adjustments; instruments used-standardized achievement tests, attitude questionnaires, interviews, checklists and documents. Analysis of data indicates more positive attitude of staff and community; no change in student attitude; no drop in student achievement; pressure for district to move toward team teaching and individualized instruction. Notes the implementation of 45-15 at the high school in July, 1972, as testimony of its success in the elementary schools. Appendices include instruments used in study (questionnaires for teachers, for community, interview protocol, check list of priority concerns, feedback on interviewers and pupil checklist); suggested plan of action for school districts embarking on 45-15; and data used in some parts of study.

222 Valley View Elementary Schools. The Year of Forty-Five Fifteen: 1970-1971. Teacher's General District Handbook. Lockport, Ill.: Valley View School District No. 96. June 1970.

Booklet designed to inform and assist teachers in the Valley View School District. Includes a history of the district, organizational information, special district programs, discussion of student relations and professional philosophy.

223 Van Mondfrans, Adrian P., and others. Comparing Block Scheduling and Traditional Scheduling on Student Achievement and Attitudes. Paper presented at annual convention of the American Educational Research Assoc. Chicago, Ill. 10 p. April 1972. Eric #ED 064 369.

Report describes procedures, and assesses results, of study of whether block scheduling has more advantageous effects on student achievement and attitudes than traditional scheduling. Block scheduling involved 3 required courses on each of the four high school grade levels with interdisciplinary teaching teams. Traditional scheduling involved each of 12 teachers with 3 classes of 30-35 students for 40 minutes each day. Describes basic schedule design; how data were obtained; statistical methods used. Findings indicate no significant difference between block and traditional scheduling, except at the senior level, and provide suggestions to improve effectiveness of block scheduling: these relate to teacher difficulty in handling flexibility in time and group size, importance of time and group size flexibility, and the need for maturity on part of learner.

224 Virginia Beach, Virginia City Public Schools. 45-15, A Pilot Program of Year-Round Education. Virginia Beach, Va. April 1973.

Comprehensive folio designed to inform Virginia Beach residents of the 45-15 pilot program planned for implementation at 4 elementary schools in June, 1973. Contains: 26 multicolored sheets with frequently posed questions and answers on 45-15 concerning impact on community life, student transfers and activities, teacher contracts, etc., with staff recommendations for the Pilot Schools; 4 separate calendars for the 4 staggered groups; an illustrated pamphlet briefly explaining 45-15; a 42-page compilation of radio, television and newspaper items about the plan; a copy of the September 1972 "Catalyst", the schools' publication, detailing the plan. Also includes 4 booklets annotated below.

225 _____. The Planning and Preparation Phase of the Virginia Beach, Virginia Pilot Program of Year-Round Education. Virginia Beach, Va. 26 p. April 1973.

Document, part of above folio, is a compilation of charts outlining the major activities conducted in the study, planning and preparation phases of the 45-15 pilot program, classified threefold: (1) Critical Incidents chart identifies the major events from initiation of a feasibility study through the actual pilot program implementation with explanations of activities and dates of start and finish.

(2) Task Identification charts, comprising the bulk of the bulletin, identify the specific accomplishments necessary for each of 11 departments' effective implementation of the program, with dates of start and finish; departments include Research Planning and Development, Public Information, Personnel, Curriculum Revision, School Organization and Management, Pupil Personnel, Supplies, Finance, Maintenance, Food Service, and Transportation. (3) Role Assignments at the decision-making division level in the planning phase of the pilot program.

226 _____. A Public Information Approach. Virginia Beach, Va. 8 p. April 1973.

Brief pamphlet, part of folio, outlines the rationale of a 48-school district in implementing an ESY schedule, and its public information program on year-round education in general and the Virginia Beach 45-15 plan in particular. Details background of rapid growth which created space problems. Outlines information procedures employed: public meetings; news conferences; letters sent to every home; special briefings (School Board, City Council, school staffs); distribution of brochures and calendar on 45-15; slide-tape presentations; speakers' bureau; internal newsletter to school personnel; information packet to all pupils of the 4 pilot schools. Assesses successful impact of their public information measures.

227 _____. A Rationale. Virginia Beach, Va. 29 p. April 1973.

Brochure, part of folio, is a compilation of policy statements, reports and presentations that evidence the rationale and intent for the 45-15 Cycled Attendance Pilot Program in Virginia Beach. Comprises 7 documents presented in chronological sequence, Sept. 1971-1973: A. "A Consideration of Alternative Means of Housing the Pupil Population" summarizes findings of a feasibility investigation, examines ESY programs, listing and describing 45-15 as feasible for their schools, citing advantages and disadvantages. B. The School Board proposal endorses a pilot program of 45-15 on the elementary level and suggests a bond referendum for school construction. C. Virginia State Board of Education endorses YRE. D. School Board of Virginia Beach authorizes design, implementation and evaluation of a 2-year pilot program in 4 elementary schools. E. Request for a state grant to assist in planning the pilot program. F. and G. Superintendent and staff present to School Board recommendations for the schools participating in the program, which were adopted.

228 _____. A Research Design for Year-Round Education. Virginia Beach, Va. 16 p. April 1973.

Brief publication, part of folio, synthesizes guidelines for developing survey instruments to evaluate the effects of the two-year 45-15 pilot program, in four elementary schools, on student achievement in reading and mathematics, student attitude, parental attitude, and costs both operational and capital. For pupil achievement and attitude, presents sampling plan, tests to be administered, and methods of analysis. For cost evaluations, describes seven activities to be followed to determine relative costs of 45-15 vs. traditional, the impact of 45-15 if extended throughout the school system and a 5-year cost projection. For parental attitudes, outlines sampling plan, data collection procedures, data analysis relative to parental attitudes before and after experience with the 45-15 program, and parental attitudes affected by having children changing school districts. Lists the research agents for each of the three surveys.

229 Virginia Department of Education. Proceedings of the Fifth National Seminar on Year-Round Education. May 8 - 11, 1973. Virginia Beach, Va. Richmond, Va. 199 p. 1973.

Summation of 30 seminar presentations by leading authorities on year-round education at the fifth national convention. Articles by conference participants cover many aspects of extended school year programs, from a national survey of ongoing programs to predictions on the future of year-round education, with incidental reports on staff training, public information, college accreditation, and the effects of ESY on the travel industry. With only one feasibility study, the Elk Grove Unified School District (Cal.), papers concentrate on evaluations and attitudinal surveys of existing and proposed programs, primarily 45-15, four-quarter, quinmester, continuous progress. Areas of study include: Prince William County, Virginia Beach, Roanoke County and Loudoun County (VA), Valley View (IL), Northville (MI), Francis Howell District in St. Charles (MO), Dade County in Miami (FL), La Mesa-Spring Valley and Furgeson School (CA), Memphis (TN), and the state of Texas. Provides an evaluation report on the seminar itself, tabulation of seminar registrants (728), and listing of seminar faculty and staff.

230 Washington State Legislative Council. The Extended School Year: A Report to the Washington State Legislature by the Subcommittee on School Organization and Management of the Joint Committee on Education. Olympia, Wash. 39 p. December 1970. Eric #ED 059 523.

Report is in response to a legislative mandate to study the 4 quarter system and other year-round school plans for educational, vocational and recreational programs for grades K-12 in State of Washington. Explores the concept of ESY, listing advantages and disadvantages; describes 12 specific ESY plans (primarily the staggered 4-quarter, 12-4 term rotation, 4-quarter, continuous progress, trimester, quadrimester, extended K-12, multiple trails and modified summer school); defends current school calendar; concludes with recommendations that (1) legislature not fund ESY for 1971-73; (2) voluntary, tuition-free summer school programs be financed; (3) if funded, program include extended use of school facilities during school year and extended teacher contracts; (4) state funds not be used for mandatory summer attendance. Six appendices provide sample calendars for selected ESY programs, E term concept, and an elaboration of selected ESY plans.

231 Wehmhoefer, Roy A. The Twelve Month School Year. A Study of the Advantages and Disadvantages of the Four-Quarter System. Chicago, Illinois: Cook County Public Schools. 15 p. February 1968. Eric #ED 022 252.

Reviews the literature on the staggered four-quarter plan and discusses in detail its advantages and disadvantages.

232 White, William D. "Year-round Education for K-12 Districts." Phi Delta Kappan. Vol. 54. p. 312-313. January 1973.

Report by a member of the task force established in Jefferson County (Colorado) to study feasibility of an ESY operation in a 75,000 student K-12 system and to produce a conceptual model for a pilot implementation. Details activities, outlines seven features desirable for the area. Salient features of the developed pilot program, called Concept 6: a January-December, 245-day calendar dividing year into 6 terms, wherein students attend 4 terms, vacation 2, and may opt for a fifth term free; 6 entry times, making curriculum continuously accessible; a voluntary choice of 3 basic vacation plans; a nine-week curriculum, nonsequential wherever possible, permitting self-paced learning. Crucial to plan's success is the acceptance of the vacation pattern, necessary to enable extension of the pilot model into a district-wide operation.

233 Whitsitt, Robert Craig. Considerations on the Year-Round School. Spring Valley, New York: Lakeside School. 4 p. 1971.

Views the continuous progress program as the key to tapping the potential of the year-round plan. Describes the continuous progress program at Lakeside, a non-graded elementary school, and points out the advantages and obstacles to incorporating that program into a year-round schedule.

234 Wilcox, Edward F. Progress Report: Extended School Year Project. Providence, R. I.: The State Department of Education. 28 p. April 1971.

Collection of materials related to ESY plans used by the Commission to Study the Feasibility of Extending the School Year. Includes list of study areas for planning committee consideration; educational needs to be served by the project; appendices concerning activities of specific school districts in state, Cranston and Foster-Glocester.

235 Witherspoon, Ralph L. Effect of Trimester School Operation on the Achievement and Adjustment of Kindergarten and First Through Third Grade Children. Final Report. Florida State University, Tallahassee, Fla. 37 p. February 1968. Eric #ED 020 003.

Report on study at the Florida State University School, to determine if K-3 children who attended the extended school year of the trimester system showed significant differences in achievement and adjustment as compared with children of a similar mean IQ who attended only during the regular school year. 165 K-3 children were administered the Metropolitan Achievement Test, the Developmental Reading Test the California Test of Personality and the Haggerty-Olson-Wickman Behavior Rating Schedules in October and May over a three year period. All children were also administered the Primary Mental Abilities Test at beginning of study. Four groups involved: those attending all three extended school years, two extended years, one extended year and regular school years only. While inconclusive, evidence indicates that extending the length of the school year has a negative effect on children's achievement and adjustment, indicating there may be an optimum time period of instruction beyond which undesirable effects result. Extensive bibliography included.

236 Withycombe, Dick. Editor. The Rescheduled School Year. A Statement. Oregon Educational Policies Commission, Oregon Education Association. Portland, Oregon. 31 p. 1972. Eric #ED 069 024.

A Task Force Report intended as a summative overview of the current research and information concerning the rescheduled school year. Explores (1) present models of ESY; (2) the school vacations; (3) basic comparative cost analysis; (4) busing requirements; (5) curriculum design requirements; (6) career opportunities for professional staff; (7) recommendations and guidelines for districts contemplating ESY programs. Considers two types of plans: (1) rotation plans limiting attendance: the 4-quarter, 4-quarter with rotating vacations, twelve-four, and 45-15; and (2) acceleration plans: continuous 4-quarter, and the 11-month plan; (3) plans combining both principles: New York Multiple Trails and NY Continuous Progress. Detailed table compares major plans with regard to length of school year and day; divisions in school year; grade levels; time required to effect savings; vacations; advantages; obstacles to change. Provides bibliography and map indicating locations of ESY programs studied and implemented.

II. THESES AND ABSTRACTS

237 Education Digest. "Doors are Closed ---" Vol. 38. p. 28-31. Nov. 1972.

Popular article presents arguments for lengthening the school calendar to meet present needs. Traces briefly the evolution of the 180 day school year as a social phenomenon rather than a well-researched educational development; discusses disadvantages and constraints placed by the traditional calendar upon both the educational needs of students and professional needs of teachers; cites benefits of an ESY calendar where it has been implemented. (Condensed from Richard A. Gardiner, Time and Opportunity - The School Year. See Section I.)

238 Education, U.S.A. "Year-Round Schools Can Reduce Cost". p. 49. October 30, 1972.

Brief summary of the cost analysis of the 45-15 plan in Prince William County Public Schools (VA) made by Educational Turnkey System. (Cf. Educational Turnkey Systems, 45-15 and the Cost of Education.) Itemizes savings effected totalling 9.6% over the traditional calendar for the middle school and 5.3% for 3 elementary schools. Conclusion: 45-15 has potential for long-range savings if accompanied by better school management. Opinion survey indicates strong support by students, parents and staff.

239 Glinke, George B. The Four-Quarter Staggered School Year, a Feasibility Study. Utica, Michigan. Utica Community Schools. 8 p. 1970.

Abstract of a 560-page report compares several plans and finds the optional year-round plan best for Utica. Provides list of advantages and outlines five phase ten-year program for testing, evaluating, and selecting a year-round plan for Utica. Abstract includes table of contents of the feasibility study and bibliography.

240 Hubbell, Ned and Associates, Inc. Attitudes Toward Year-Round School in Prince William County, Virginia. Abstract. Port Huron, Michigan. 11 p. April 1972.

Abstract of a comprehensive attitudinal study made in conjunction with year-round school evaluation project for Prince William Co. Schools (VA). Six opinion surveys in April, 1972, included students, parents and school staff members in Dale City directly affected by 45-15 ESY, and, for comparison, similar respondents in other areas of the county.

Statistical summaries only are presented in this abstract and indicate a high degree of support for 45-15 among parents, students and staff in the program, with 89% of the staff favoring 45-15 as a continuing program rather than a temporary solution to enrollment problems. Among county residents, students and staff not on 45-15, support was far less, and the closer the proximity to the Dale City area, the higher the support. County parents and staff would overwhelmingly favor the program (87%) if it could be shown to improve the education of children in Prince William County schools.

241 Petterson, Carl Emmanuel. The Extended School Year in the State of Utah. Salt Lake City, Utah. Utah State Board of Education. 131 p. June 1966. Eric #ED 022 267.

Thesis examines the extended school year and summer school program supported by the State of Utah during summer of 1965. Gives facts, statistics, opinions, and other information to enable educators and legislators to make informed decisions concerning the future of summer school programs in Utah. Information for the study was obtained from three major sources: oral interview with each district superintendent; personal visit to selected schools; and questionnaires distributed to a random sample of parents, students, and teachers. Results given in five recommendations: (1) The summer program should be continued and expanded, (2) increased communication and cooperation is needed between the community and the schools in the formulation of summer programs, (3) class size of the summer program should be investigated further, (4) student transportation should be improved, and (5) use should be made of any industrial, historical, or recreational facilities which the community has to offer.

242 Research and Information Services for Education. Report on the Extended School Year. Abstract and Summary. 13 p. March 1969.

Abstract sketches the history of the ESY movement and describes briefly different plans in operation. Identifies, describes and analyzes in summary form three major categories of plans: the 48 week school year; the staggered enrollment system; the extended summer program.

243 Scala, Anthony W. A Survey of the History and Current Status of the Extended School Year in Selected Public Schools of the United States. (Doctoral dissertation, St. John's University) Ann Arbor, Michigan. 367 p. University Microfilms, No. 69-4118. 1969.

Gives historical overview of U.S. extended year programs and their legal parameters. Describes sixty-six programs in the U.S.,

focusing particular attention on four extended school year experiments in New York State at Commack, Syosset, Hornell and Cato-Meridian. Investigates the financial implications of the extended school year. Includes instruments used to gather data on extended school year programs.

244 Urbandale Year-Round Education Committee. Summary of the All-Year School Study. Urbandale, Iowa. 5 p. Undated.

Abstract of the Citizens' Committee study of the feasibility of an all-year school for Urbandale. Examines claimed purposes of the all-year school, purpose of any school and the compatability of purposes. Concludes with a recommendation for a 45-15 plan, listing the advantages and disadvantages thereof. Cf. Joseph Millard, The Extended School Year.

III. FILMSTRIPS AND BIBLIOGRAPHIES

245 Glinke, George B. A List of Bibliographical Materials for Year-Round Schools. Utica, Michigan. Utica Community Schools. 36 p. July 1970.

A list of available resource materials including books, periodical articles, pamphlets, newspaper articles, unpublished feasibility reports, dissertations and feasibility study for year-round schools in Utica.

246 _____. Materials Published Dealing With Year-Round Educational Movement (Extended School Year) Between 1969 and 1971. Utica, Michigan. Utica Community Schools. 7 p. 1971.

A list of mimeographed materials by George B. Glinke, Director of Year-Round Education in Utica Community Schools.

247 IKE Films. The 45-15 Continuous School Year Plan. (Filmstrip). Batavia, Illinois. Undated.

Audio-visual description of the 45-15 Continuous School Year Plan from community census to implementation. Describes origin of the plan in the problems of the district, development and advantages of the 45-15 design.

248 North American Van Lines. Y*R*S Truly A film commentary on year-round education in the United States. 4820 New Haven Avenue, Fort Wayne, Indiana. May 1973.

Available to groups, a 26-minute public service film on Year-Round Schools as an alternative to the traditional approach to education, with special emphasis on the Valley View 45-15 Continuous School Year Plan. Discusses: other plans; evolution of traditional calendar and its disadvantages; benefits of Year-Round Education for students, teachers and community; concluding 3-point program for promoting YRS in area. Materials accompanying film include: (1) folder of background information and advice for group chairman; (2) 25 copies of participants' booklet; (3) sample newwpaper release. Distributed by Modern Talking Picture Service, 2020 Prudential Plaza, Chicago, Illinois, 60611 - and other cities.

249 Whitney, H. and Pieie, P., comp. Annotated Bibliography on Year-Round School Programs. Eugene, Oregon. Eric Clearinghouse on Educational Administration, Oregon University. 6 p. October 1968. Eric #ED 023 199.

This annotated bibliography is a selected listing of 11 books and pamphlets, three dissertations, and 31 articles on year-round school programs published since 1962. The documents listed explore the effects on cost and educational quality of staggered quarter plans, quarter system plans, staggered trimester plans, split trimester plans, trimester system plans, extended K to 12 plans, and summer school plans, as well as give suggestions for implementing such plans.

IV. POPULAR ARTICLES

Driscoll, Thomas F. (Associated Press). "Year-Round Use of Schools Increasing." Sunday Times Advertiser of The Trenton Evening Times. July 25, 1971.

Education U.S.A. "25 Districts Try Year-Round Concept" Washington, D.C. December 13, 1971. (See National School Public Relations Assoc. Year-Round School: Districts Develop Successful Programs.)

Education U.S.A. "Year-Round Successes Reported." Washington, D.C. March 8, 1971.

Education U.S.A. "Year-Round Schools: Are the Obstacles Too Great?" Washington D.C. May 21, 1973.

Estilow, Doris P. "Year-Round Schools Are Working in St. Charles, Mo." The New Jersey School Leader. May/June 1973. pp. 23-25.

Friggens, Paul. "New Impetus for the Year-Round School." The Reader's Digest. March 1972. pp. 115-118.

Gehret, Kenneth G. "Variety, Flexibility: The Mark of Year-Round Schools." The Christian Science Monitor August 19, 1971.

Glab, Theresa A. "Year-Round Classes -- Will It Solve the Growing Squeeze on Schools." Camden Courier - Post. November 3, 1973. pp. 1,3 ff.

Golder, W. Evan. "A Look At All-Year Schools." California Living, magazine of The San Francisco Sunday Examiner and Chronicle. July 8, 1973. pp. 12-13, 15.

Nation's Business. "Schools for All Seasons." September, 1972.

Olick, Alice. "The Year-Round School." New Jersey Business. February 1974. pp. 26-28, 30.

Papiernik, Richard L. "Year-Round School Use Pressed." Philadelphia Inquirer. July 9, 1972. pp. 1, 6.

Newsweek. "The Endless Winter." July 2, 1973.

Peterson, Iver. "Schools Moving to All-Year Use." The New York Times. August 6, 1973. pp. 1, 23.

U.S. News and World Report. "The New Trend - Year-Round Schools." July 26, 1971. p. 35-37.

Westin, Jeane. "A Report on Year-Round Schools." Woman's Day. November 1973. pp. 37, 146, 148.

APPENDIX

AUTHORIZED COURSES OF INSTRUCTION

for the

QUINMESTER PROGRAM, DADE COUNTY, FLORIDA

(Microfiche)

ED 059 086 Mathematics: Geometry. 33 p. 1971.

ED 059 088 Mathematics: Survey of Algebra 1. 25 p. 1971.

ED 059 955 Social Studies, Language Arts: Man Between War and Peace. 35 p. 1971.

ED 059 956 Social Studies: International Trouble Spots. 31 p. 1971.

ED 059 957 Social Studies: The American Experience. 42 p. 1971.

ED 059 958 Social Studies: Eco-Politics. 40 p. 1971.

ED 060 007 English: Illusion vs. Reality. 73 p. 1971.

ED 060 008 English Vocabulary: The Nature of Language. 22 p. 1971.

ED 060 018 Music: Humanities of Art and Music. 7189. 23 p. 1971.

ED 060 762 Foreign Language. French: LeFrancais Moderne. Part I. 33 p. 1971.

ED 060 764 Foreign Language. German: Lernen Wir Deutsch. Part I. 28 p. 1971.

ED 060 766 Foreign Language. Latin: An Introduction to Latin. Part I. 23 p. 1971.

ED 060 767 Foreign Language. Spanish: Intermediate Spanish. Part 3. 26 p. 1971.

ED 061 014 English. Reading: Mastering Decoding Skills. 36 p. 1971.

ED 061 124 English. Debate. American History: You, Too, Can Be A Legislator! 24 p. 1971.

ED 061 125 Science, Experimental: Who Needs Plants? 20 p. 1971.

ED 061 126 Social Studies: Cities in Crisis. 38 p. 1971.

ED 061 127 Social Studies: Media, Minds and Masses. 18 p. 1971.

ED 061 128 Social Studies: Launch Pad. An Introduction to the Social Studies. 56 p. 1971.

ED 061 129 Social Studies: Politics and You. 42 p. 1971.

ED 061 142 Social Studies: Forging A Nation. 35 p. 1971.

ED 061 143 Social Studies: Great Debates in American History. 26 p. 1971.

ED 061 144 Social Studies: A Nation Divided Against Itself. 44 p. 1971.

ED 061 145 Social Studies: World History Through Art and Music. 39 p. 1971.

ED 061 146 Social Studies. Language Arts: American Biographies. 45 p. 1971.

ED 061 147 Social Studies: Introduction to Psychology. 28 p. 1971.

ED 061 229 Music: Band, Junior. 22 p. 1971.

ED 061 231 Art Education: Sculpture, Wood Forms. 30 p. 1971.

ED 061 232 Art Education: Creative Ceramic Arts. 51 p. 1971.

ED 061 233 Art Education: Sculpture, Found Art. 28 p. 1971.

ED 061 234 Art Education: Sculpture Metallic Formations I. 56 p. 1971.

ED 061 235 Art Education: Nature and Life On Paper. 32 p. 1971.

ED 061 236 Art Education: Potter's Wheel I. 31 p. 1971.

ED 061 237 Music: Orchestra. 12 p. 1971.

ED 061 238 Music: Instrumental Techniques, Conducting. 11 p. 1971.

ED 061 239 Music: Instrumental Techniques, Woodwinds. 14 p. 1971.

ED 061 240 Music: Instrumental Techniques, Percussion. 12 p. 1971.

ED 061 241 Music: Beginni.g Strings, Instrumental Techniques —Strings. 12 p. 1971.

ED 061 242 Music: Instrumental Techniques, Strings. 11 p. 1971.

ED 061 243 Music: Concert Band. 5624.5. 12 p. 1971.

ED 061 244 Music: Marching Band. 5614 - Level V. 15 p. 1971.

ED 061 245 Music: Band. 5613.5. 21 p. 1971.

ED 061 246 Music: Instrumental Techniques -- Band. 5642.45. 10 p. 1971.

ED 061 247 Music: Music in American Society, Twentieth Century. 7189. 42 p. 1971.

ED 061 248 Music: Instrumental Techniques: Guitar. 5631.3-3. 23 p. 1971.

ED 061 249 Music: Laboratory I. Supplementary Materials. 5631.10. 78 p. 1971.

ED 061 250 Music: Keyboard Laboratory. 5633.32. 56 p. 1971.

ED 061 406 Social Studies: Black History and Culture. 28 p. 1971.

ED 061 988 English: Where The Books Are. 18 p. 1971.

ED 062 099 Language Arts: Acceleration. 20 p. 1971.

ED 062 100 Language Arts: Reading for Meaning. 22 p. 1971.

ED 062 176 Science: Pollution; Environmental Crises; Basic Fundamentals of Ecology; And Does It Have To Be A Dirty World. (4 quins) 83 p. 1971.

ED 062 179 Science: Genetics; Continuity of Life; And Perpetuating The Species. (3 quins) 59 p. 1971.

ED 062 181 Mathematics: Pre-Algebra 1. 19 p. 1971.

ED 062 211 Science: Design for Living. 18 p. 1971.

ED 062 233 Social Studies. English As A Second Language: School, Home, and Neighborhood, Getting to Know More People and Places. 36 p. 1971.

ED 062 234 Social Studies: Ecology and Survival. 27 p. 1971.

ED 062 235 Social Studies: Our Federal Government. 61 p. 1971.

ED 062 236 Social Studies: Consumer Education. 29 p. 1971.

ED 062 247 Social Studies: Teenage Living. Home and Family Education. 32 p. 1971.

ED 062 248 Social Studies: Politics and Revolution. 34 p. 1971.

ED 062 250 Social Studies: The United States in Asia, Past and Present. 32 p. 1971.

ED 062 251 Social Studies: Colonial America. 30 p. 1971.

ED 062 253 Social Studies: China: Awakening Giant. 52 p. 1971.

ED 062 254 Social Studies: American Indian. 27 p. 1971.

ED 062 256 Social Studies: The Law and You. 43 p. 1971.

ED 062 331 English. Journalism: Newspaper Makeup. 17 p. 1971.

ED 062 332 English. Journalism: Creative Jouralism. 13 p. 1971.

ED 062 333 English. Journalism: Advertising and Business Management. 20 p. 1971.

ED 062 334 English. Journalism: Newspaper Editing. 15 p. 1971.

ED 062 335 Language Arts: Reading the Newspaper. 18 p. 1971.

ED 062 360 Art Education: The Mod World of Leather I. 28 p. 1971.

ED 062 362 Music: Chorus, Junior. 25 p. 1971.

ED 062 363 Music: Supplemental Material: Chorus, Junior. 67 p. 1971.

ED 062 364 Music: Music Theory I. 24 p. 1971.

ED 063 123 Mathematics: Measurement Lab. 30 p. 1971.

ED 063 124 Mathematics: Whole Number Action. 42 p. 1971.

ED 063 187 Social Studies: Introduction to Economics. 47 p. 1971.

ED 063 188 Social Studies. Health: Drugs, Society and You. 27 p. 1971.

ED 063 189 Social Studies: Protest and Change in American Society. 36 p. 1971.

ED 063 190 Social Studies. Language Arts: Comparative World Religions. 28 p. 1971.

ED 063 191 Social Studies: Dawn. The Birth of Selected Civilizations. 25 p. 1971.

ED 063 192 Social Studies: Totalitarianism in the Twentieth Century. 31 p. 1971

ED 063 194 Social Studies: Peace in the Twentieth Century. 62 p. 1971.

ED 063 200 Social Studies: Crime in America. 33 p. 1971.

ED 063 201 Social Studies: Living in Dade County. 44 p. 1971.

ED 063 202 Social Studies: Dissent and Change in America. 49 p. 1971.

ED 063 203 Social Studies: The Electoral Process. 51 p. 1971.

ED 063 204 Social Studies: Minorities in American Society. 51 p. 1971.

ED 063 205 Social Studies: Advanced Techniques in the Social Sciences. 49 p. 1971.

ED 063 206 Social Studies: Prejudice in America. 45 p. 1971.

ED 063 207 Social Studies: Human Relations. Home and Family Education. 42 p. 1971.

ED 063 208 Social Studies: The Development of Europe: 1000 BC - 1000 AD. 30 p. 1971.

ED 063 292 English: Expansion of Consciousness. 58 p. 1971.

ED 063 293 English. Drama: Children's Theatre. 16 p. 1971.

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